

**EVALUATION OF SCHOOL PRACTICES
FROM A GENDER PERSPECTIVE
A PILOT STUDY IN DELHI**

A Report



DEPARTMENT OF WOMEN'S STUDIES

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Sri Aurobindo Marg, New Delhi - 110 016

(N-R)

DI, DI, NCERT
371.822095456
JAI (N-R)
P22400

March, 2001

Evaluation of School Practices from a Gender Perspective— A Pilot Study in Delhi

Sushma Jaireth



Department of Women's Studies
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110 016

Professor Usha Nayar

Head

Department of Women's Studies
N.C.E.R.T.

Dr. Sushma Jaireth

Reader

and

Programme Co-ordinator

Department of Women's Studies
N C.E.R.T.

Acknowledgement

The present study is based on the research entitled, "Evaluation of School Practices from a Gender Perspective: A Pilot Study in Delhi". Three categories of schools namely Government, Government-Aided and Private were taken up in Delhi. Single sex girls, single sex boys and co-education schools were selected for the study to carry out the analysis of school practices from a gender perspective.

I am grateful to Professor Usha Nayar, Head, Department of Women's Studies for her support and guidance in carrying out the present study

My thanks are due to the Directorate of Education, Delhi and NDMC Education, New Delhi for giving me their kind consent to carry out the present study in the selected schools coming under their jurisdiction. I like to express my sincere thanks to all those Head Teachers, Teachers and Students who gave me full cooperation during my visit to schools and interacted with me and gave their perceptions.

My thanks are also due to my colleagues in the Department of Women's Studies who kept my spirits high during rough times.

CONTENTS

Acknowledgement

Section-I

- Introduction
- Review of Literature

Section-II

Curricular and Policy Initiatives

- Excerpts from National Curriculum Framework for School Education
- Excerpts from National Policy on School Education (NPE) 1986
- Excerpts from Programme of Action, NPE 1986
- Excerpts from Programme of Action (Revised)

Section-III

- National Capital Territory of Delhi: Figures at a Glance.

Section-IV

Design of the Study

- Conceptual Framework
- Objective
- Universe
- Methodology
- Tools and Techniques
- Sampling Scheme
- Data Collection
- Plan of Analysis
- Delimitations

Section-V

- **Salient Findings**
- **Strategies**
- **Definitions of relevant Terms**
- **Interview Schedules**

SPS-1 for Head Teachers

SPS-2 for Teachers

SPS-3 for Students (Girls and Boys)

SPS-4 Observation Schedule

Appendix

Section-I

- **Introduction**
- **Review of Literature**

Introduction

Most of the growing up for children, students and young people takes place through the attachment and influence of two very important significant and universal institutions, the family and the school. The role of the school is to impart education for an overall development of its pupils viz. a viz. society. Since the focus of the present study is on school practices from a gender perspective, therefore, gender and gender issues in schools are the main focus of discussion in the following pages. The central issue is the ethical, just and equity of school practice related to gender and gender issues. The ethical, just and equitable practice cannot occur unless a conscious effort is made by its practitioners.

Broadly we can define school practice as the result of culture, actions and values of the people who engage in that practice.

The sexism of the school curriculum in a very subtle way influences discrimination between girls and boys. The gender bias and gender stereotyping existing in the school textbooks, school curriculum, transaction of curriculum, pedagogy, gender discriminatory attitudes of teachers and school administrators have greatly affected the participation and achievement levels of girls. As such the drop out rates are comparatively very high among girls. Besides the existing gender discriminatory attitudes of the parents, community and the set up of society have come in the way of building positive self esteem and of full potential among girls. Encounters between boys and girls in the co-educational schools are much more than the boys or girls from the single sex schools. Therefore, gender order which emerges and gender positions

which get adopted by students in any school from any of the above set up are the outcomes of a complex set of interactions and inter-relationships existing in the society at large. School are sites where cultural practices are replicated and maintained as well as contested (Amos and Parmar, 1987). The school in conjunction with parents, has not only to extricate the girls from the low self concept—low self esteem syndrome but also has to work consciously towards correcting the macho, aggressive, overbearing self concept of boys (Nayar, 1995). Gender bias is endemic to the system. It enters the school via adults which have adopted and developed attitudes through early socialisation practices. Preconceived notions of gender bias and stereotyped images continue to get perpetuated within classrooms through classroom processes and outside classrooms through school practices. Girls bring to school their negative attitudes, experienced in the family and the community, which get developed with their socialisation and bringing up. Teachers reinforce those negative attitudes, societal biases and stereotypes and beliefs. Two sets of negatives prevail amongst girls, low self esteem and exaggerated macho male image. These biases and stereotypes are also systemic besides being endemic.

The present study was aimed to evaluate from a gender perspective all those school practices including the gender stereotyped curricula and management practices to its full potentials which hinder the participation level, performance and achievement level of the girls due to gender discriminatory perceptions and attitudes of school practitioners. The study also was aimed to identify and recognise those practices, the positive gender inputs and messages which negated the negatives, and helped the development of the girls and boys.

Review of Literature

Not many studies have been carried out in India which focus on gender perspective in school practices. In India most work exists in India of the classroom interactions, teacher behaviour and teaching-learning processes but the element of gender focus in these studies is completely missing. *An Experiment on Socialisation, Women and Education* by Vibha Parthsarthy was carried out in 1985 in the middle class private urban school of Delhi with a view to improve the gender attitudes through a conscious set of gender equitable programmes. A research paper (unpublished) on *'Is Desocialising and Resocialising for parity at school'* by Vibha Parthsarthy was presented in 1988 based on the analysis of the above experiment. The analysis of this experiment clearly showed that the age old barriers of role expectations can undergo a process of change if they are introduced very early in school, particularly in pre-school stage. Analysis of the experiment also indicated that very few girls opt for non-traditional subject such as wood work and very few boys opt non-traditional subject such as sewing. The findings of the experiment also brought out that boys take decisions more readily than girls

A research paper on the topic entitled, *'Gender Equality and Classroom Dynamics'* by Sandhya Paranjpe, published in 1995, was based on the observations, in one co-educational public school of New Delhi. Analysis of that work showed that gender discrepancies and gender biases did exist at the primary level in the school under observation. Identification of those biases and stereotypes however led her to develop positive action oriented strategies which only a teacher could implement within the classroom for promoting gender equality.

Action Project has also been carried out in the Department of Women's Studies, NCERT by Usha Nayar on UNESCO sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana. In the phase IV of the project, classroom observations from a gender perspective were noted in various primary schools of Khol Block of Rewari District.

A study was also carried out by the Faculty of Department of Women's Studies in 1995-96 on the Evaluation of NCERT textbooks of primary and upper primary level from the viewpoint of gender bias and gender stereotyping. The findings of the study showed that the representation and reflection of women in the textbooks was not as much and the visuals put women in the stereotyped roles. The Department continued this work and thus the guidelines to prepare gender friendly textbooks in Science, Maths, Languages and Social Sciences are also in the making.

Quite a few studies have been carried out on the gender and gender related issues on school practices in Australia, U.S.A., U.K. and the other western countries. Various aspects like curriculum, textbooks, teaching-learning, career options have been studied with a gender viewpoint. Various strategies, action points and resource material have been developed for a gender equitable school education. Following is the brief-review of literature for some of the studies carried out in institutions outside India.

A study by Kelly Torr et. al., in 1995 was carried out on school profile on the career options for girls in the schools of Brisbane, Australia. It was found that very few girls of those interviewed were clear about their future career paths. The vast majority of girls admitted that

they needed more career information, advice and guidance in this area. Foster in 1994 argued that while girls have performed better than boys in some curriculum areas, a large disparity continues to exist between the participation rates of boys and girls in mathematics and science. Four Corners ABC Television, Australia during its telecast on gender issues in school mentioned that minority of girls are doing very well but for the majority of girls, things have not changed.

Critical Visions in 1995 in its programmes telecasted on gender issues mentioned that many of the girls' choices of subjects and careers are based upon the value they place on certain jobs and certain subjects (gender stereotyping), on issues to do with pleasure and satisfaction of blending waged work and unwaged family work, girls through their own experiences and observations realize that the wider social structure and practices of the labour force limit their access and achievement.

The findings of study carried out by Pam Gullbert in 1995 on language practices and interactions in the English classroom in a school of Australia brings out that listening, speaking and reading practices tend to support gender stereotypes. *Another study by Allard et. al in 1995 in Australia explores gender from a personal and professional perspective and is based on actual classroom practices and experiences* A range of approaches for teachers and Principals have been provided by them which would be helpful for examining gender construction and gender equity in classroom practice, school organisation and management. A study also carried out by Marget Clark in 1995 points out that the practices and attitudes in primary schools contributes to the production of gender differences. Vicky in 1990 and Gwen sends in 1995 developed a model in which they discussed about the Outcome Driven Development Model which offers a workable framework for whole school improvement. This model offers equality of access, participation and outcomes.

Section-II

- **Curricular and Policy Initiatives**
- **Excerpts from National Curriculum Framework for School Education**
- **Excerpts from National Policy on Education (NPE) 1986**
- **Excerpts from Programme of Action, NPE 1986**
- **Excerpts from Programme of Action 1992 (Revised)**

Curricular and Policy Initiatives

Excerpts from National Curriculum Framework for School Education

Despite more than half a century of independence, India is struggling for freedom from various kinds of biases and imbalances such as rural/urban, rich/poor, and differences on the basis of caste, religion, ideology, gender etc. Education can play a very significant role in minimising and finally eliminating these differences by providing *equality of access to quality education and opportunity*

Equality of opportunity means ensuring that every individual receives suitable education at a pace and through methods suited to her/his being. Children of the disadvantaged, and socially discriminated groups and also those suffering from specific challenges must be paid special attention.

Provision for equal opportunity to all not only in access, but also in the conditions for success is a precondition for the promotion of equality. The curriculum, it may be reiterated, must create an awareness of the inherent equality of all with a view to removing prejudices and complexes transmitted through the social environment and the factor of birth.

Education of Girls

Equality among sexes is a fundamental right under the Constitution of India. The State, however, also has the right to exercise positive protective discrimination in favour of the disadvantaged population groups including women. Emphasis in education has moved from 'Equality of Educational Opportunity' (NPE, 1968) to 'Education for

Women's Equality and Empowerment' (1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary. Moreover, it will be the most appropriate thing to recognise and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.

Excerpts from National Policy on Education (NPE) 1986

Disparities

The new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far

Education for Women's Equality

Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active

involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

Excerpts from Programme of Action (POA), NPE 1986

Educational for Women's Equality

Policy Parameters and Strategies

The National Policy on Education (NPE) envisages that education would be used as a strategy for achieving a basic change in the status of women. The National Education System would (i) play a positive interventionist role in the empowerment of women, (ii) contribute towards development of new values through redesigned curricula and textbooks, and (iii) women's studies will be promoted as part of various courses.

The common core curriculum is a powerful instrument for the empowerment of women through the incorporation of values commensurate with the new status of women. The Women's Cell in the NCERT will be reviewed and given the responsibility for preparing the

component of the core curriculum relating to women's equality. The Cell should also accelerate its work of eliminating exist bias and sex stereotypes from school textbooks. The Women's Cell of NCERT should take active help of all persons on playing its assigned role.

Excerpts from Programme of Action (POA) 1992 (Revised)

Policy Parameters and Strategies

In pursuance of NPE the main features of the implementation strategy will consist of the following:

- (i) to gear the entire education system to play a positive interventionist role in the empowerment of women;
- (ii) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- (iii) to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes

Plan of Action

Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels.

Empowerment of Women

Education can be an effective tool for women's empowerment, the parameters of which are:

- enhance self-esteem and self confidence of women;

- building a positive image of women by recognizing their contribution to the society, policy and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;
- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

The following measures will be taken for achievement of the above parameters and the concerned bureaus and institutions will report on progress as stated in para 4.1 above:

- (i) Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities.
- (ii) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.

Research and Women's Studies

Women's Studies is a critical input to promote better understanding of women's contribution to social processes which social,

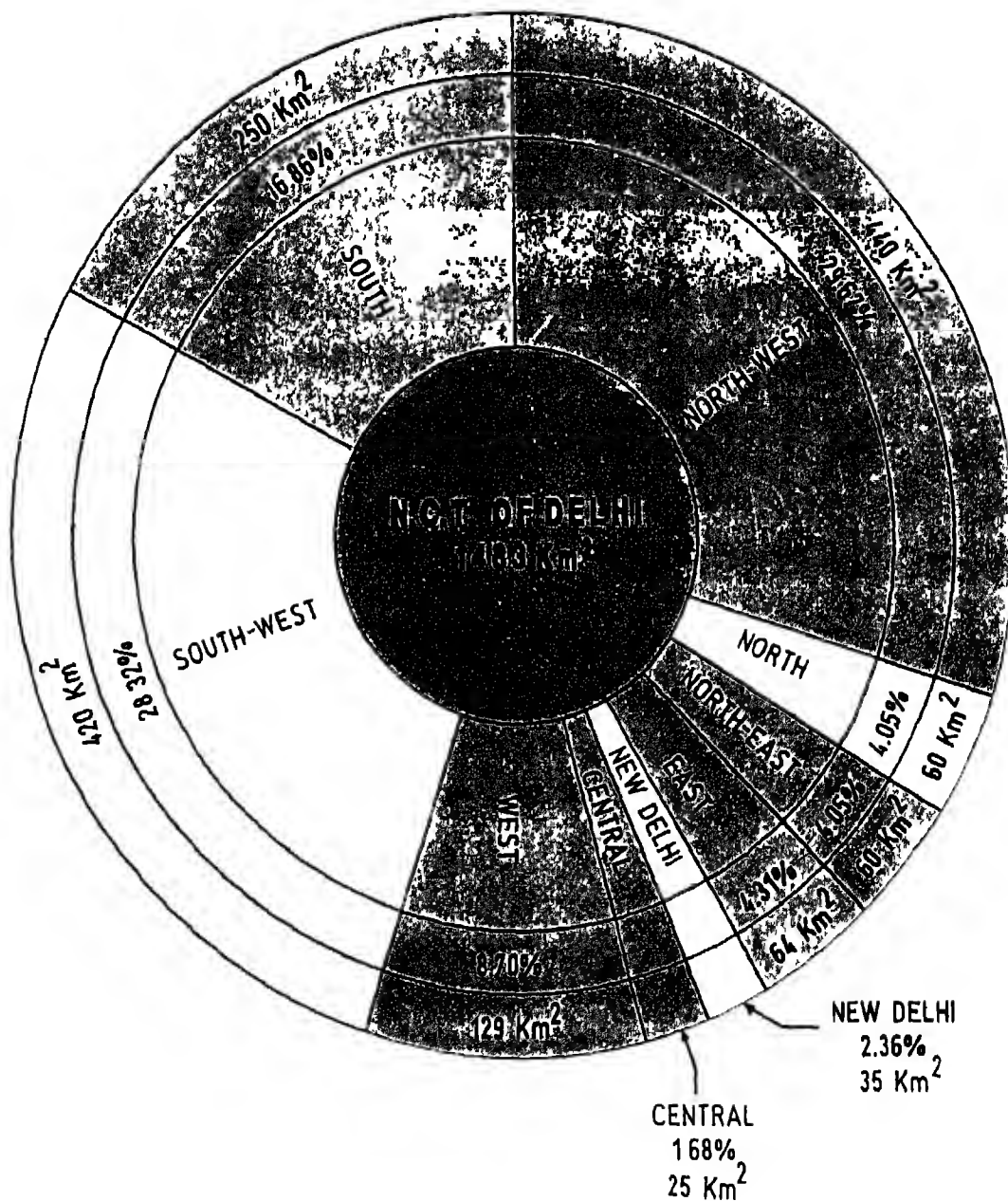
technological and environmental changes, their struggles and aspirations, conceptual obstacles that make them 'invisible' in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international developments. The dimensions to be supported are:

- (i) Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.
- (ii) Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.

Section-III

National Capital Territory of Delhi:
Figures at a Glance

Fig. 7
N.C.T. OF DELHI
COMPARATIVE SIZE OF AREA OF DISTRICTS
2001



National Capital Territory of Delhi*: Figures At a Glance

Delhi for now identified as the National Capital Territory of Delhi (NCT) is bound on the north-west and south by Haryana and in the east by Uttar Pradesh. Delhi earlier was a single district union territory. Later on the administrative set up of Delhi got changed significantly and NCT of Delhi now is comprised of nine districts and twenty seven tehsils. There are three statutory towns namely New Delhi Municipal Council (NDMC), Delhi Contonment and Municipal Corporation of Delhi (MCD) and 59 Census Towns. The rural areas in Delhi comprise of 165 villages.

Table-1

Population (in absolute numbers)

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	1,027,015,247	531,277,078	495,738,169
Delhi	13,782,976	7,570,890	6,212,086

Source: Census of India 2001 (Provisional Population Totals)

Delhi's percentage share in total population of India according to 2001 Census is 1.34.

* Census of India 2001, Series 8, Delhi, Provisional Population Totals Paper-1 of 2001.

Fig. 6

N.C.T. OF DELHI

COMPARATIVE SIZE OF POPULATION OF DISTRICTS

2001

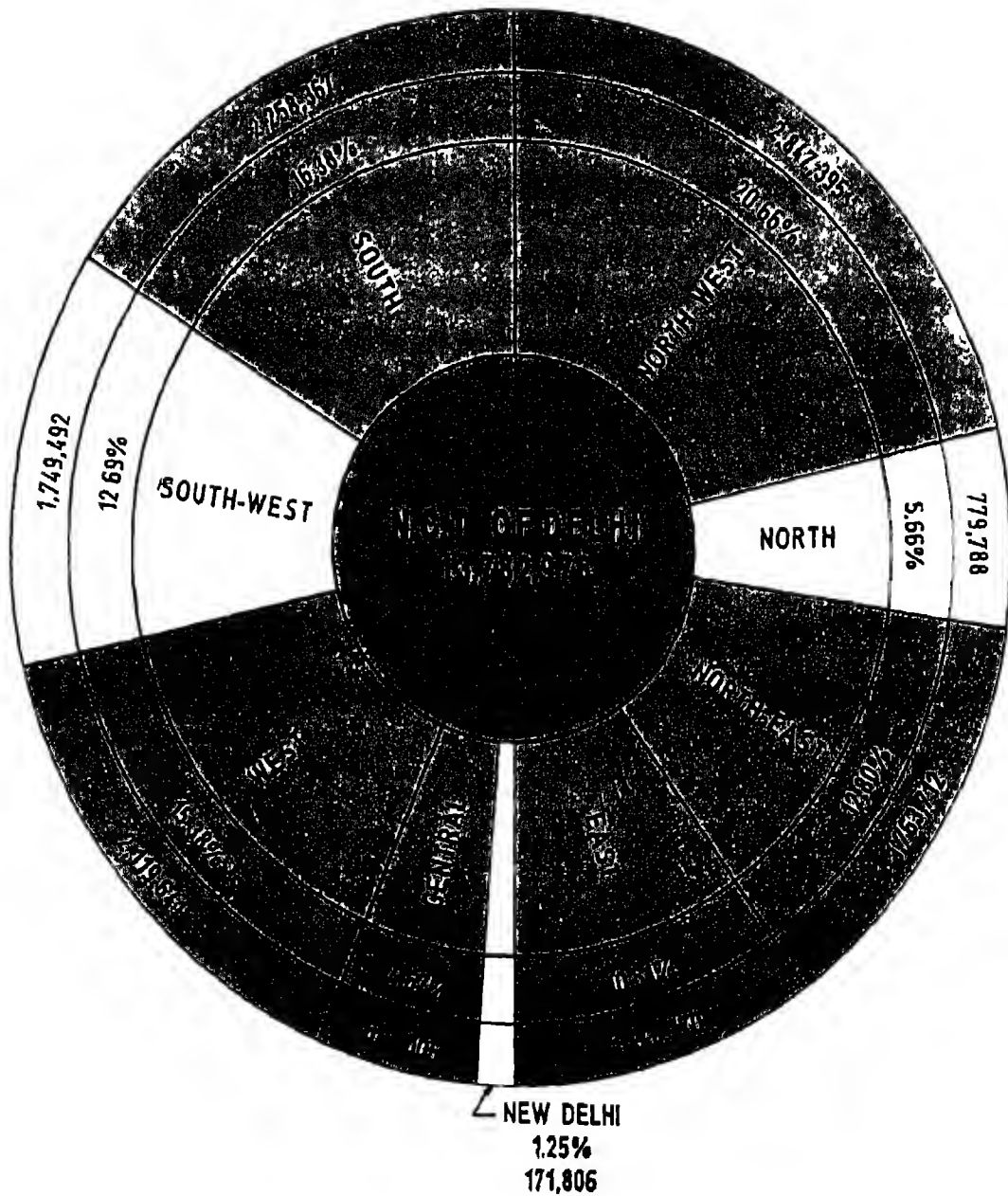


Table-2
Decadal Population Growth 1991-2001
(in percentage)

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	21.34	20.93	21.79
Delhi	46.31	-	-

Source: Census of India 2001 (Provisional Population Totals)

Delhi's percentage contribution to total growth of population of India for 1991-2001 is 2.4 according to Census 2001 (Provisional Totals).

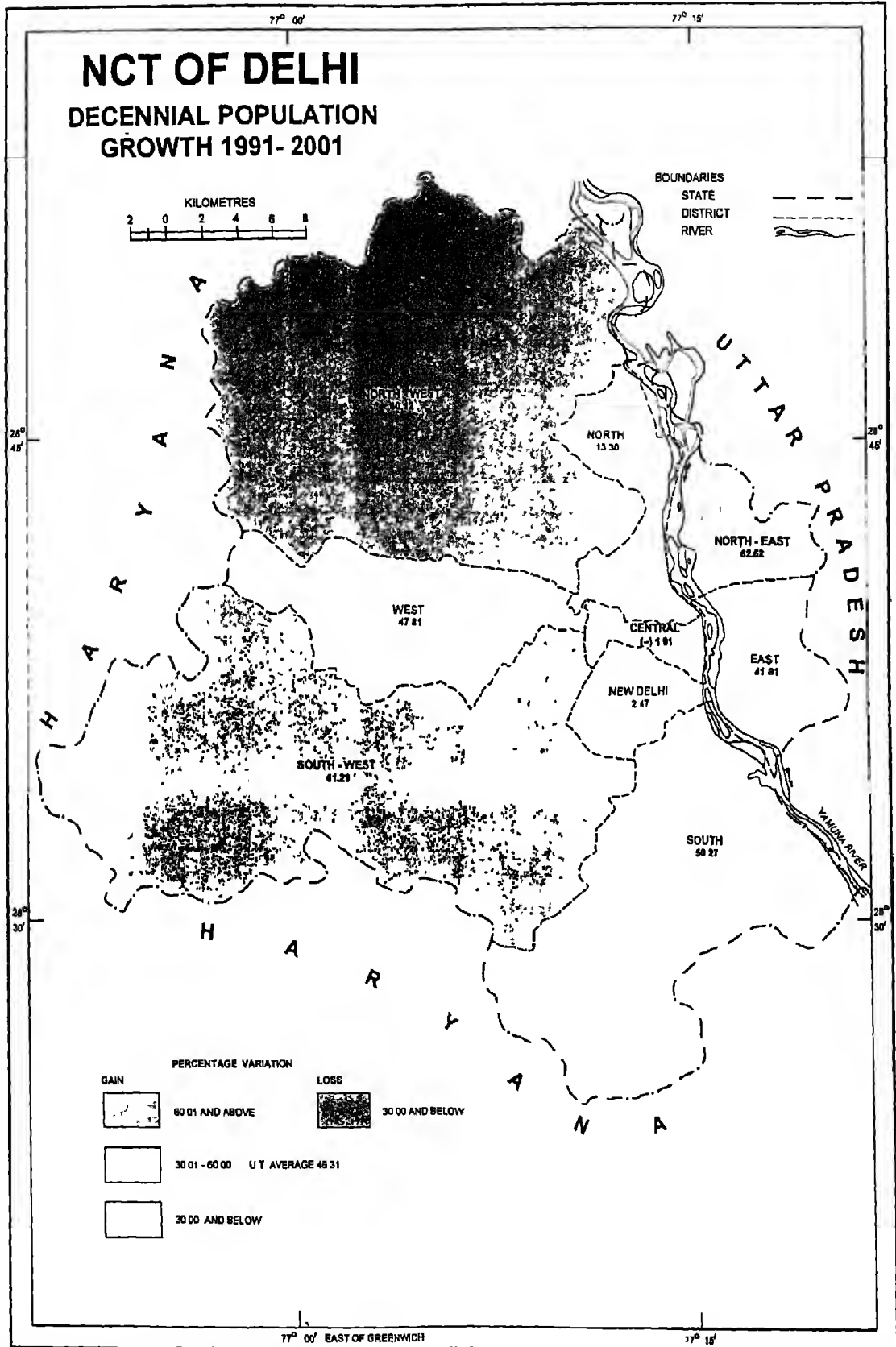
Table-3
Districts by Population Size in 1991 and 2001

<i>District</i>	<i>Population 2001</i>	<i>Per cent to Total Population of State</i>	<i>Population 1991</i>	<i>Per cent to Total Population of State</i>
1	2	3	4	5
North-West	2,847,395	20.66	1,778,268	18.88
South	2,258,367	16.38	1,502,878	15.95
West	1,119,641	15.38	1,434,008	15.22
North-East	1,763,712	12.80	1,085,250	11.52
South-West	1,749,492	12.69	1,084,705	11.51
East	1,448,770	10.51	1,023,078	10.86
North	779,788	5.66	688,252	7.31
Central	644,005	4.67	656,533	6.97
New Delhi	171,806	1.25	167,672	1.78

Note: The population of nine districts of 1991 is derived by recasting the Census data of 1991 Census according to the present jurisdiction of the districts.

Source: Census of India 2001, Series 8, Delhi, Provisional Population, Total-2, Paper-1 of 2001.

MAP 3



It may be observed from the above Table that North-West district with 2.85 million population constitutes 20.66 per cent population of Delhi and thus occupies the first position. Second position is occupied by South district with 2.26 million population constitutes 16.38 per cent population of the total population of Delhi. New Delhi district with 1.72 million population shares only 1.25 per cent of Delhi's population and is thus placed at the lowest rung of the ladder. It may be observed that district-wise pattern remains the same of population size for 1991 and 2001 Census.

Table-4
Density of Population 2001 (per sq. km.)

India	324
Delhi	9294

It may be observed that the persons in per sq. km. is more in Delhi by approximately 23 times as compared to the persons in sq. km. in India. Delhi accounts for the highest population density.

Table-5
Sex Ratio of Total Population (1901-2001)

	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001
India	972	964	955	950	945	946	941	930	934	927	933
Delhi	862	793	733	722	715	768	785	801	808	827	821

Source: 1. Census of India 2001 (Provisional Population Totals)

2. Census of India 2001, Series-8, Delhi Provisional Population Totals, Paper-1 of 2001

The above table depicts the status of male female ratio of India and Delhi from the first Census Year 1901 onwards till date.

MAP 5

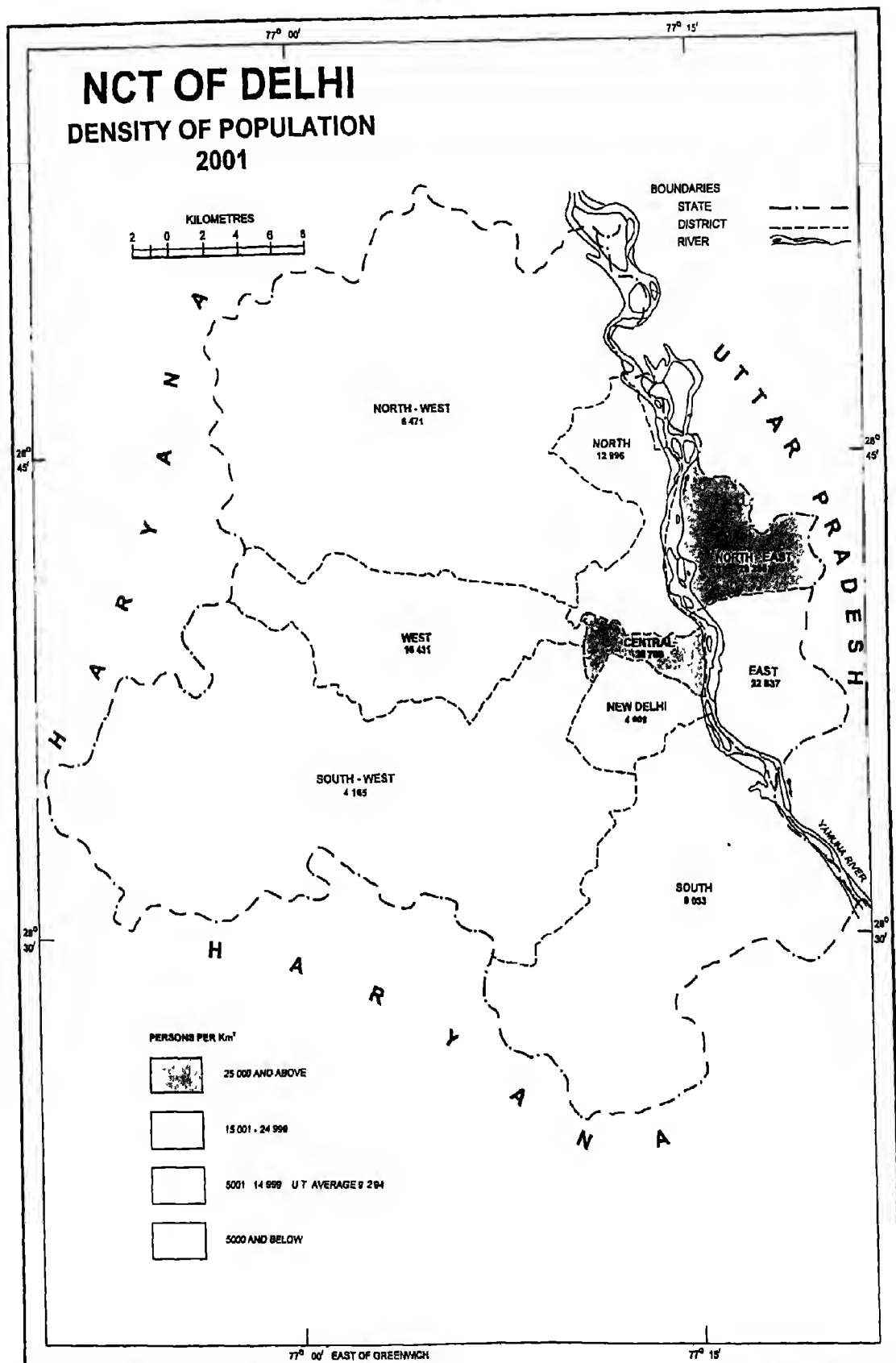


Table-6
Districts by Sex Ratio, 1991-2001

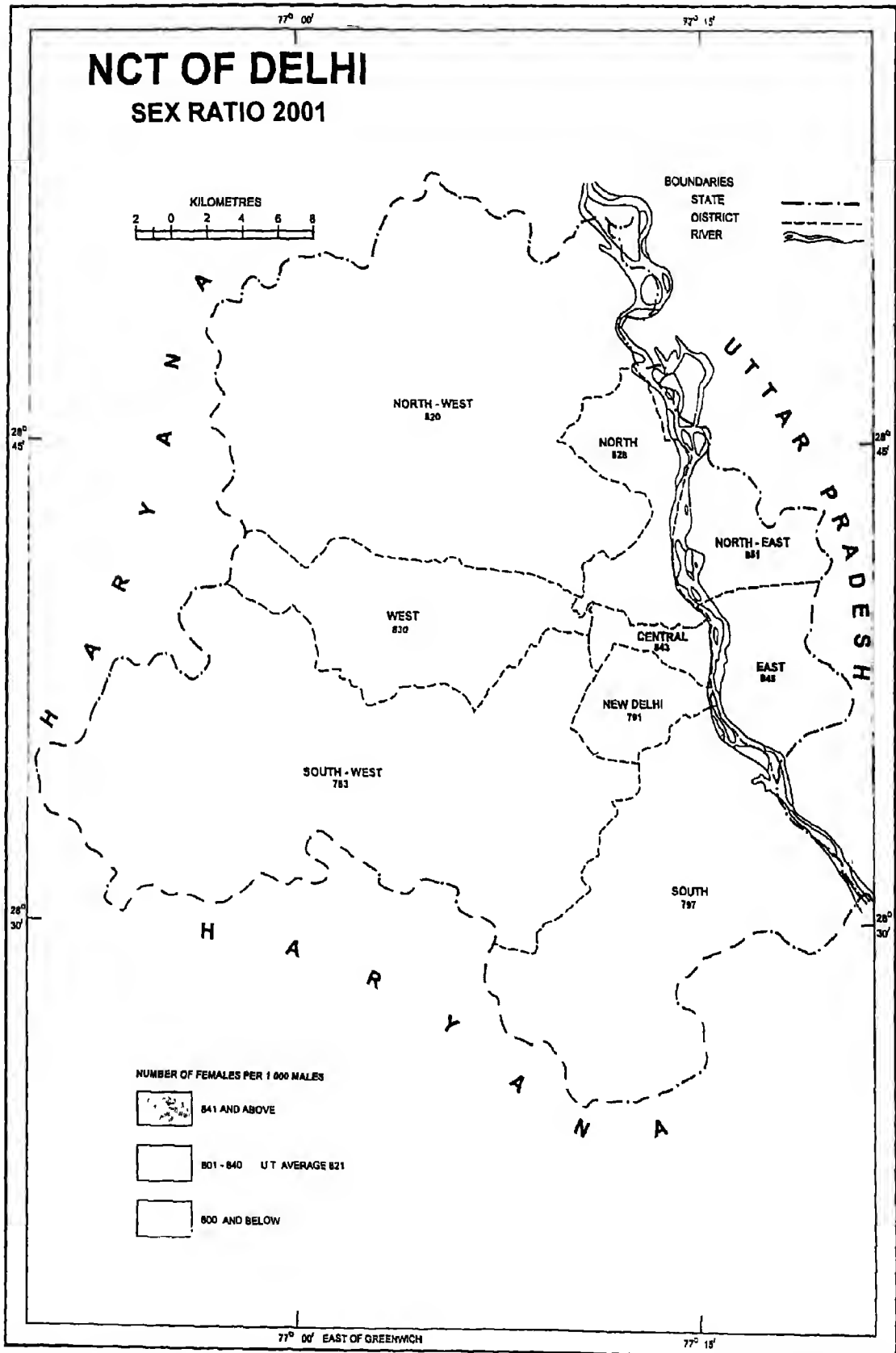
<i>State/ District</i>	<i>Sex Ratio</i> <i>(No. of females per 1000 males)</i>	
	<i>2001</i>	<i>1991</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
N.C.T. Delhi	821	827
Districts		
North-East	851	837
East	845	846
Central	843	872
West	830	848
North	826	819
North-West	820	822
South	797	807
New Delhi	791	793
South-West	783	795

Note: Sex ratio of nine districts for 1991 is derived by recasting the population of 1991 Census according to the present jurisdiction of all nine districts.

Source: Census of India 2001, Series 8, Delhi, Provisional Population, Total-2, Paper-1 of 2001

From the above table it gets depicted that as per the 2001 Census the highest sex ratio at 851 is recorded in North East district whereas it is the lowest at 783 in South-West district. According to 1991 Census the highest sex ratio of 872 was recorded in Central district whereas New Delhi District with Sex ratio of 793 occupied the lowest position. The sex ratio of N.C.T. Delhi has been recorded at 821 in 2001 Census and at 827 in 1991 Census. It may be observed that districts North, North-East, East, Central and West have shown sex ratio above the sex ratio of the National Capital Territory of Delhi while the remaining four districts viz. North-West, New Delhi, South-West and South have a sex ratio below the sex ratio of N.C.T. Delhi.

MAP 4



Based upon Survey of India map with the permission of the Surveyor General of India

© Government of India copyright 2001

Table-7**Literates (percentage of total population)**

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	65.38	75.85	54.16
Delhi	81.82	87.37	75.00

Source: 1 Census of India 2001 (Provisional Population Totals)

2. Census of India 2001, Series-8, Delhi Provisional Population Totals, Paper-1 of 2001

Delhi ranks 5th in the country in the number of literate persons and ranks 7th in the country in both the number of male literates and as well as in the number of female literates.

Table-8**Districts by Population Density**

<i>District</i>	<i>Population Density</i>	
	<i>2001</i>	<i>1991</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
North-East	29,395	18,088
Central	25,760	26,261
East	22,637	15,986
West	16,431	11,116
North	12,996	11,471
South	9,033	6,012
North-West	6,471	4,042
New Delhi	4,909	4,791
South-West	4,165	2,583

Note: Sex ratio of nine districts for 1991 is derived by recasting the population of 1991 Census according to the present jurisdiction of all nine districts

Source: Density of population of nine districts for 1991 have been derived by recasting the Census data of 1991 Census according to the present jurisdiction of the districts

According to Census-2001 Provisional Population Totals the density of population of Delhi works out at 9294 persons per square kilometer as against 6352 persons per square kilometre in 1991. It may be observed that in 2001 Census highest density of population of 29,395 has been recorded in North-East district whereas the same with 26,261 was highest in Central district at the time of 1991 Census. In Central district the density of population has declined from 26,261 in 1991 to 25,760 in 2001 Census Four districts viz. North-West, New Delhi, South-West and South are having density of population less than the density of Delhi as a whole both in 1991 and 2001 Censuses.

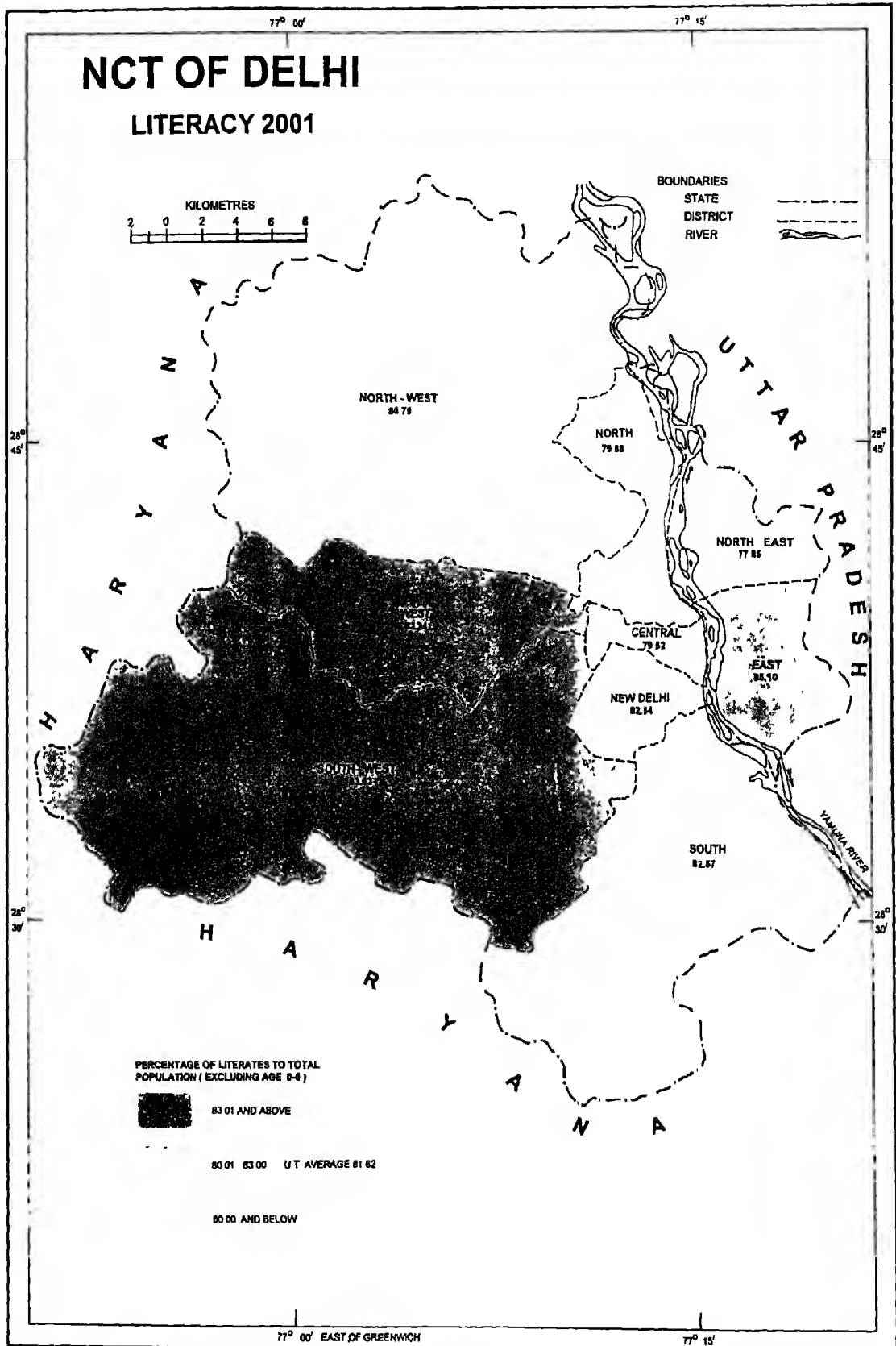
Table-9
Literacy Rate by Sex for NCT of Delhi and Its Districts

State/District	Persons		Literacy Rate			
	1991	2001	Males 1991	2001	Females 1991	2001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
N.C.T. of Delhi	75.29	81.82	82.01	87.37	66.99	75.00
Districts						
North-West	72.22	80.79	79.59	86.89	63.06	73.30
North	75.87	79.88	80.83	84.53	69.69	74.20
North-East	67.83	77.85	77.08	84.52	56.52	69.97
East	77.50	85.10	84.14	89.91	69.52	79.38
New Delhi	80.59	82.54	86.33	88.70	73.19	74.64
Central	75.42	79.52	79.85	82.55	70.26	75.90
West	79.01	83.24	84.17	87.68	72.85	77.87
South-West	78.40	83.63	85.95	89.53	68.66	76.00
South	75.69	82.57	82.79	88.73	66.67	74.71

- Note:**
1. Literacy rate is the percentage of literates to population aged 7 years and above
 2. Literacy rate for 1991 have been worked out on the basis of recasted population of 1991 Census according to the present jurisdiction of nine districts.

Source: Census of India 2001, Series 8, Delhi, Provisional Population Totals, Paper-1 of 2001.

MAP 6



Based upon Survey of India map with the permission of the Surveyor General of India

© Government of India copyright 2001

The above table depicts that at the time of 2001 census highest literacy rate of 85.10 per cent has been recorded in district East. Highest literacy rate of 80.59 per cent was recorded in New Delhi district during 1991 Census. North-East district recorded the lowest literacy rate of 67.83 per cent and 77.85 per cent during 1991 census and 2001 censuses respectively, thus occupying the last position both times.

Table-10

**Number of Recognised Schools and Number of Teachers
in Delhi (1998-99)**

<i>Level of Schools</i>	<i>Number of Recognised Schools</i>	<i>Number of Teachers</i>		
		<i>Men</i>	<i>Women</i>	<i>Total</i>
Primary	2676	12399	21657	34056
Middle	601	3035	5675	8710
Secondary/ Sr. Secondary	1459	24785	37659	62444
Total	4736	40219	64991	105210

Source: Annual Report 1999-2000, Ministry of Human Resource Development, Government of India.

The above figures of 1998-99 indicate that the total number of recognised middle to secondary to senior secondary schools falls short by 616 when compared with recognised primary schools in Delhi. As regards number of teachers, there are more women teachers than men particularly at primary level

Delhi yet to achieve 100 per cent literacy

Chetan Chauhan
New Delhi, April 13

ONLY 81.82 per cent of Delhi's 1.38 crore population is literate - an increase of 6.53 per cent in the past one decade. The figures imply that a lot needs to be done to achieve full literacy.

The Government has spent whopping amounts on literacy projects, but it appears that desired results have not been achieved. The disappointment factor can also be gauged from the fact that there was no commitment on literacy in Finance Minister Saathi's Budget speech.

The provisional Census figures released by the Delhi's Directorate of Census elaborates on the picture. Over 57 lakh males and 39 lakh females are lit-

erate, which accounts for about 97 lakh literates. The gigantic task for the Government is to educate the remaining 40 lakh people plus those reaching the Capital in search of livelihood.

The figures say that Delhi had improved on its past record. In 1971, the literacy rate was 65.08 p c and in 1981 it was around 71.94 p c. In the next 10 years, it increased by around four p c. And, till the year 2001 it rose by another 6.53 p c to 81.82 p c. Delhi is now occupying the fifth position among the other Indian states in terms of literacy.

In the past one decade, there was not much progress in the literacy rate in New Delhi, Central and North districts. In New Delhi, it increased from 80.59 to 82.54 p c. For Central, the rise

was less than four p c from 75.42 p c. And in North, the literacy percentage increased from 79.88 p c to 75.87 p c.

But in these districts, males were found lagging behind in learning. Women participation was encouraging, the figures state. That is also indicated in the over-all growth of female literacy rate of 8.01 p c as compared to 5.36 p c rise in male literacy figures. There are some districts where the Government will have to give special attention to improve its literacy rate.

North East is one such district where only 77.85 p c of the people are literate and the increase in population in the past decade has been maximum. It was 62.52 p c.

However, this district recorded maximum increase in literacy

rate of about 10 p c in the past 10 years. Officials should keep the momentum of the job going.

Signs of caution. Central district, which showed a 1.91 p c decrease (the only district) in population, the literacy projects did not augur well. The rise in figures of literates was only by four per cent. Same for North, where population has increased by just 1.3 p c and literacy rate by a dismal four p c.

Kudos for East District which recorded the maximum literacy rate of 85.10 p c, beating New Delhi District (this time 82.54 p c) which was the best in 1991 with 80.59 p c. New Delhi, this time stands fourth, after South-West (83.63 per cent) and West (83.24 per cent). North West showed an increase of 8 p c to record 80.79 p c.

Table-11
Enrolment by Stages and Enrolment Ratio for General Education
in Delhi Schools (1998-99)

	<i>Primary</i>	<i>Enrolment Middle</i>	<i>Secondary/ Sr. Secondary</i>	<i>Enrolment Ratio—All Students Classes I-V (6-11 years)</i>	<i>Classes VI-VIII (11-14 years)</i>
Boys	693810	292712	612642	87 17	64 47
Girls	630556	330423	700068	86 97	84 51
Total	1324426	623135	1312710	87 08	73 74

Source: Annual Report 1999-2000, Ministry of Human Resource Development, Government of India

Figures indicate that enrolment of girls is more than boys at middle, secondary and senior secondary levels while it is more for boys than girls at primary level. As regards enrolment ratio it is more at primary than at middle level for all students. At middle levels girls have more enrolment ratio than boys. It indicates a positive trend for girls' education.

Table-12
Gross Drop-out Rates for the Year 1998-99
(Provisional)

	<i>Classes I-V</i>	<i>Classes I-VIII</i>	<i>Classes I-X</i>
Boys	5.21	19.90	-40.92
Girls	5.06	9 13	-68.20
Total	5.14	14.49	-54 13

Source: Annual Report 1999-2000, Ministry of Human Resource Development, Government of India

The dropout rates for girls and boys at primary level are approximately similar and that is 5. It shows there is about 94-95% access to schools to both the sexes. In classes I-VIII boys drop more than girls according to the figures. It is probably due to migration of boys in the private schools.

Section-IV

Design of the Study

- **Conceptual Framework**
- **Objective**
- **Universe**
- **Methodology**
- **Tools and Techniques**
- **Sampling Scheme**
- **Data Collection**
- **Plan of Analysis**
- **Delimitations**

Design of the Study

Conceptual Framework

Gender bias and gender stereotyping is being perpetuated consciously or unconsciously in the school system through curriculum, its transaction, textbooks, and through the inbuilt attitudes of educational practitioners. The sexism of the school curriculum in a very subtle way reflects patterns of discrimination between male and female, between a girl and a boy which suggests that the school practices contribute to the social construction of gender.

These gender discriminatory attitudes of society as a result of certain types of socialisation practices have their impact in both direct and indirect ways. Various studies have proved this concept as already discussed in the review of literature. Based on the above conceptual framework the present study had been planned to be carried out.

This study on school practices was proposed to carry out on whether the school was gender-conducive and was observing gender equitable practices on the following parameters:

- Overall school climate
- School curriculum
- Pedagogy
- Sitting arrangement of pupils (Girls and Boys)
- Perceptions of head teacher, and the teachers for gender and gender related issues.

The present study has the following educational implications:

- Identification of factors relating to low participation and low achievement of girls due to gender discriminatory school practices

- Recognition of positive gender inputs, and understanding of gender inclusive school practices.
- Building of framework for practicing gender equity in school.

Objective : Evaluation of the School Practices from the view point of Gender Bias and Gender Stereotyping.

Universe : Representative Samples of the Schools of Delhi have been the Universe of the present study.

Methodology

The present study was a blend of quantitative and qualitative methods of social sciences research. The study adopted the emerging trends and techniques of participatory research mode. School was the universe of the study. The study has been carried out on a pilot basis in certain schools of Delhi and is highly relevant in improving the quality of school education. The important sources of the study were based on primary and secondary data. The primary data was collected from schools by canvassing interview schedules and observation schedule by personal interaction and focussed discussions, and by recording of field experiences and observations. The secondary data and relevant literature were collected from District and Zonal Education Offices, Directorate of Education, NDMC, CBSE, Government Documents, Journals, Books, Magazines, Newspapers and relevant Reports.

Data Collection

The present study was a mix of qualitative and quantitative research methods and participatory mode. In the present study a purposive sampling technique was applied to the selection of districts and zones while a random sampling technique applied to the selection of schools based on the responses received from them. Data was collected

through canvassing interview schedules to Head Teachers, Teachers and with the help of personally administered observation schedule. Group discussion focusing on gender issues was carried out with teachers, girls and boys in each sample school. Classroom and out of classroom observations were recorded. In the classrooms, teacher- student interaction, sitting arrangement of pupils and the techniques of transacting the curriculum were observed from the view point of gender bias and gender stereotyping. Gender perceptions were analysed with the help of interview schedules administered to Head Teacher and Teachers of each school.

Plan of Analysis

Analysis has been planned at two levels, (a) Gender Perceptions of Teachers and Head Teachers, (b) Observation of the school practices.

Keeping in view the small sample size, it has been planned to do mainly qualitative analysis. Simple percentages have been used to analyse the gender role perceptions of teachers and head teachers.

through canvassing interview schedules to Head Teachers, Teachers and with the help of personally administered observation schedule. Group discussion focusing on gender issues was carried out with teachers, girls and boys in each sample school. Classroom and out of classroom observations were recorded. In the classrooms, teacher- student interaction, sitting arrangement of pupils and the techniques of transacting the curriculum were observed from the view point of gender bias and gender stereotyping. Gender perceptions were analysed with the help of interview schedules administered to Head Teacher and Teachers of each school.

Plan of Analysis

Analysis has been planned at two levels, (a) Gender Perceptions of Teachers and Head Teachers, (b) Observation of the school practices.

Keeping in view the small sample size, it has been planned to do mainly qualitative analysis. Simple percentages have been used to analyse the gender role perceptions of teachers and head teachers.

Tools and Techniques

Study was carried out by canvassing institutional schedule and by personal observations and interaction, focussed discussion with sports teacher, yoga teacher, students and the Head teachers. Study was exploratory in nature and was based on primary and secondary data. Primary data was gathered from primary sources viz., the primary, secondary, and senior secondary level selected schools. Head teachers, teachers and students. Secondary data was collected from secondary sources such as reports, relevant books, journals, newspapers, magazines and government documents.

Sampling Plan

Although purposive sampling technique was applied to the districts selected for the present study, however sample schools were studied based on random sampling technique. The main criterias for selecting the sample schools were based on the category of the school such as government, government-aided and private, based on sex such as single sex boys, single sex girls and co-educational, based on levels such as primary, middle, secondary and senior secondary. The sample also had representations from three educational bodies of Delhi viz., Directorate of Education, New Delhi Municipal Council (NDMC) and Kendriya Vidyalaya Sangathan (KVS).

Following 25 schools were randomly selected and were taken up as sample schools for the present study:

Government Primary Schools (I to V)

- (1) KV, NCERT (Co-education)
- (2) KV, IIT (Co-education)
- (3) Nagar Palika Lodhi Estate (Co-education)
- (4) Nagar Palika Laxmi Bai Nagar (Co-education)
- (5) Nagar Palika Bapu Dham (Single Sex—Boys)

Government Secondary Schools (VI to X)

- (1) Nagar Palika Lodhi Estate (Co-education)
- (2) Nagar Palika Laxmi Bai Nagar (Co-education)
- (3) Nagar Palika Bapu Dham (Single Sex—Boys)
- (4) Nagar Palika Bapu Dham (Single Sex—Girls)

Government Sr. Secondary Schools (VI to XII)

- (1) Govt. Sarvodaya Composite School, Block 27, Trilok Puri
(Co-education)
- (2) Govt. Sarvodaya Composite School, West Vinod Nagar (Co-
education)
- (3) K.V., New Friends Centre, Vigyan Vihar (Co-education, I-XII)
- (4) Govt. Sr. Secondary School, Kalyan Puri (Single sex—Girls)
- (5) Govt. Sr. Secondary School, Mayur Vihar, Phase-I, Pocket-IV,
(Single Sex—Girls)
- (6) Govt. Sr. Secondary School, West Vinod Nagar (Single sex—
Girls)
- (7) Govt. Sr. Secondary School, Kalyan Puri (Single Sex—Boys)
- (8) Govt. Sr. Secondary School, Block 20, Trilok Puri (Single
Sex—Boys)
- (9) Govt. Sr. Secondary School, Khichripur (Single Sex—Boys)
- (10) Govt. Sr. Secondary School, Block 13, Geeta Colony (Single
Sex—Boys)
- (11) Govt. Sarvodaya Sr. Secondary School No. 1, Jheel Khuranja
(Single sex—Boys)
- (12) Babu Ram Sarvodaya Sr. Secondary School, Bholanath
Nagar, Shahdara (Single sex—Boys)

Government Aided Schools (I to XII)

- (1) Sanatan Dharam (S.D.) Sr. Secondary School, Bholanath Nagar, Shahdara (Single Sex—Boys)

Private Schools (I to XII)

- (1) Deepalaya School, Kalkaji Extension (Co-education, I-X).
- (2) A.S N. Sr. Secondary School, Noida Road, Mayur Vihar, Phase-I (Co-education).
- (3) Smt. Swarna (S.S.) Lata Sethi DAV Public School, Mausam Vihar (Co-education).

Out of the above 25 sample schools which were taken up for the present study, there were 21 schools which belonged to the Government category inclusive of 3 Kendriya Vidyalayas, 7 NDMC and 12 Directorate of Education schools. Out of these 21 Government schools taken up for the present study at primary level there were four co-education schools and one single sex boys school; at secondary level there were two co-education schools, one single sex—boys school. and one single sex—girls school; at senior secondary level there were three co-education schools, three single sex—girls schools, and six single sex—boys schools. Rest of the schools which included 1 Government-aided and 3 Private schools recognised at the levels of VI-XII and I-XII respectively, one was single sex boys school and 3 were co-education schools. In all out of 25 sample schools, 5 were primary, 5 were secondary, and 15 were senior secondary level schools.

The further detailed description of the sample schools is presented in tabular form below:

**(A) Sample Schools Under the Jurisdiction of
Directorate of Education, Delhi**

<i>Sl No.</i>	<i>Name of the School</i>	<i>District</i>	<i>Zone</i>	<i>Category</i>	<i>Type</i>	<i>Level</i>
1.	B.R. Sarvodaya Sr. Secondary School, Shahdara	East	I	Government	Single sex-Boys	VI-XII
2	Sarvodaya Composite School, West Vinod Nagar	East	II	Government	Co-education	VI-XII
3.	Govt. Sr Secondary School, West Vinod Nagar	East	II	Government	Single sex-Girls	VI-XII
4	Govt Sr Secondary School, Kalyanpuri	East	II	Government	Single sex-Boys	VI-XII
5	Govt. Sr. Secondary School, Kalyanpuri	East	II	Government	Single sex-Girls	VI-XII
6.	Govt. Sr. Secondary School, Block 20, Trilokpuri	East	II	Government	Single sex-Boys	VI-XII
7.	Sarvodaya Composite School, Block 27, Trilokpuri	East	II	Government	Co-education	VI-XII
8.	Govt. Sr. Secondary School, Khichripur	East	II	Government	Single sex-Boys	VI-XII
9.	Govt. Sr Secondary School, Mayur Vihar, Phase I, Pocket IV	East	II	Government	Single sex-Girls	VI-XII
10.	Sarvodaya Sr. Secondary School No. 1, Jheel Khuranya	East	III	Government	Single sex-Boys	VI-XII
11.	Govt. Sr Secondary School, Block 13, Geeta Colony	East	III	Government	Single sex-	VI-XII
12	S.D. Sr Secondary School, Shahdara	East	I	Government-aided	Single sex Boys	I-XII
13.	Adarsh Shiksha Niketan (ASN) Sr Secondary School, Mayur Vihar, Phase I, Noida Road	Boys East	II	Private	Co-education	I-XII
14.	S.S. Lata Sethi DAV Public School Mausam Vihar	East	III	Private	Co-education	I-XII
15.	Deepalaya School Kalkaji Extension	South	XXV	Private	Co-education	I-X

**(B) Sample Schools under the Jurisdiction of NDMC
(New Delhi Municipal Council)**

<i>Sl No.</i>	<i>Name of the School</i>	<i>Zone</i>	<i>Category</i>	<i>Type</i>	<i>Level</i>
1.	Nagar Palika (N.P.) Lodhi Estate	II	Government	Co-education	I-V
2	Nagar Palika (N P) Lodhi Estate	II	Government	Co-education	VI-X
3	Nagar Palika (N P) Laxmibai Nagar	III	Government	Co-education	I-V
4	Nagar Palika (N P) Laxmibai Nagar	III	Government	Co-education	VI-X
5.	Nagar Palika (N.P.) Bapu Dham	IV	Government	Single sex— Boys	I-V
6.	Nagar Palika (N P.) Bapu Dham	IV	Government	Single sex— Girls	VI-X
7.	Nagar Palika (N P) Bapu Dham	IV	Government	Co-education	VI-X

(C) **Sample Schools under the Jurisdiction of Kendriya Vidyalaya Sangathan (KVS)**

<i>Sl No</i>	<i>Name of the School</i>	<i>Category</i>	<i>Type</i>	<i>Level</i>
1.	Kendriya Vidyalaya, N C E.R.T	Government	Co-education	I-V
2.	Kendriya Vidyalaya, I I.T	Government	Co-education	I-V
3.	Kendriya Vidyalaya, New Friends Centre, Vigyan Vihar	Government	Co-education	I-XII

Delimitations

Due to constraint of time and resources, the present study has certain delimitations mentioned as follows:

- Not all the Educational Bodies at the school level could be represented in the sample. Within the Directorate of Education, schools from all the districts and their zones could not be represented as sample in the present study. Since the present study lays a major focus on the Government schools, equal representation of Government, Government-aided and Private schools could not be maintained and neither all the school levels had equal representation.
- As per the responses received in a stipulated time limit from various schools, equal representation of co-educational, single sex-boys and single sex-girls could not be maintained.
- Since the major focus of the study has been the gender perspective in sports and physical education, the other aspects which required indepth case studies could not be taken up.

Section - V

- **Salient Findings**
- **Strategies**
- **Interview Schedules**
 - SPS-1 for Head Teachers**
 - SPS-2 for Teachers**
 - SPS-3 for Students (Girls and boys)**
 - SPS-4 Observation Schedule**

Salients Findings

Most of the Head teachers in all the sample schools, men and women, belonged to the average middle class socio-economic backgrounds with a small size of the family. They were all in favour of girls education and gender equality. All Head teachers believed in making girls self reliant and providing equality in education, though there were reservations amongst one or two women Head teachers about the amount of food given to girls, the nature or kind of employment or jobs for girls and about freedom given to girls with respect to free mixing up and freely going out of the house. In few of the items listed in the interview schedule similar comments were also provided by men Head teachers. However all the Head teachers of Sample schools were well qualified, well trained and quite experienced teachers. The urban views in their thoughts and attitudes were evident and the middle class values were reflected in their socialisation and development of thoughts.

The Teachers in the above sample schools, both men and women teachers, were of mixed backgrounds i.e. from low middle class to average to upper middle class socio-economic backgrounds. Most of the statements on gender equality and empowerment except for the statements which were based on unconventional reasoning such as equal amount of freedom given to girls and boys, equal amount of food given to girls and boys, certain non-traditional professions and vocations for girls such as pilot, surgeon, engineer, electrician, plumber, rickshaw puller etc. Although teachers did not doubt the intelligence of girls but they regarded them suitable to certain occupations and professions. Middle Class traditional Values were quite reflected amongst teachers as a result of their socialisation.

Girls and boys at all levels in most of the sample schools sounded enthusiastic about equal opportunity, equality and gender justice. There was free mixing among girls and boys at primary level in Kendriya Vidyalays. Conducive environment was observed even at middle and high school levels in some of the NDMC and Government coeducation

schools. Although there were certain complaints by some of the boys at Senior secondary levels in sample Government schools for not providing them enough facilities in specialised areas such as adequate computers, good science laboratory, good sports and physical education facilities. Some of the boys at senior levels were not happy as regards the dedication and commitment of teachers and their justification for time. In all Government Schools visited, in sample Kendriya Vidyalays and in most NDMC Schools, the students belonged to low to average socio-economic backgrounds.

Kendriya Vidyalays

Two Kendriya Vidyalays of Primary level were taken as samples. Besides the filling up of interview schedules by the teachers of both schools, the classroom and out of classroom activities were observed as regards the gender perspective was concerned. Both the Kendriya Vidyalays are located in south Delhi with affluent surroundings. Both the schools were generally clean with a proper building, with adequate rooms which are airy and maintained to an extent. There is a small play ground outside surrounding the school building. Swings, slide and sea-saw etc. can be seen outside the school premises. Both the above Central Government Schools are coeducation schools. It was observed that some of the classrooms at the level of 1st, 2nd and 3rd were well maintained, had flower pots, charts and colourful walls. It was a good sight. One school was better than the other. Teachers seemed busy, happy and engrossed in their routine. Although children came from the low socio-economic backgrounds, and teachers were generally from middle class and upper socio-economic backgrounds, most the teachers i.e. about 98% teachers were females.

It was observed that students were sitting together in mixed rows in the classrooms. Girls and boys were actively involved in their studies, in class work, in the interaction. But it was found that gender stereotyping did exist in the transaction of curriculum, viz, four sentences written on the blackboard of class IV in one of the school clearly indicated male bias in the transaction by the female teacher. It was observed that certain questions

on 'sex' put up by one of the boys students could not be tackled properly by the female teacher. It was also observed that in one of the above schools, girls were only being prepared for doing dance for the coming cultural programme as generally expected by the community and the society. There was no specific effort being put on the sports and physical education for girls and boys as well. However, the Head teachers had the perception of girls skipping the rope, playing indoor games while boys playing games like cricket and football. But infrastructural facilities for the above sports were actually lacking.

In short, gender stereotyping to some extent was observed in some of the school practices. It could probably be due to stereotyping in the attitudes of the school practitioners. However some of the young female teachers were of positive thinking also. One of the teachers was teaching button fixing, preliminary level of stitching to both girls and boys in her SUPW periods. Girls wanted to be teachers and doctors and boys wanted to be fighters and sportsmen when asked for their future career aspirations.

Government aided School

One of the Samle school in the above study was a Government-aided, Senior Secondary Boys School. The School had two shifts, one for primary level and the other for middle to high to senior secondary level students. The school is located in east Delhi in area where the communities were resettled, and petty shop vendors also are residing there. The most crowded and the neglected surroundings only attracted students of only low socio-economic backgrounds such as from urban slums and from poor households. The school has students (boys only) much more in number than required according to the school premises and the number of rooms. There is no playground, only a small space at the entrance.

The question of gender was not as important to school as the facilities and the infrastructure. Teachers came from average socio-economic backgrounds with average middle class values which reflected stereotyping in their perception and attitude and it

is indicative of stereotyping in the transaction of content and process of education by them.

Private School

One of the sample private school run by the NGO and located in the surroundings of south Delhi and taken up for the above study, was meant to for slum children (girls and boys) It was observed that the school had a huge building with ample space for playground and and other co-curricular and vocational activities and courses. Teachers were well trained and the Head teacher seemed gender sensitive. It was observed that school provides different facilities for vocational training to both girls and boys at senior level. Beautician course was initiated for girls to make them self-reliant. Though it is a good vocational training for girls, it should also be offered to boys as well so that the non-traditional areas should not remain untouched by both boys and girls. Since the students belonged to slum areas and came from an uninhibited environs, non-conventional sports facilities like cricket etc. are offered to girls and they tend to enjoy it as told by the Head Teacher.

NDMC Schools

Sample NDMC schools visited during the above study are located in South Delhi. The schools visited were the co-education schools as well as single sex boys schools. It was found that in co-education schools, the number of boys was much more than the number of girls, viz, out of a class of 30 to 35 students, only 8-10 girl students could be observed. Gender was not as important to the teachers as was the transaction of curriculum. Girls were generally quiet and engrossed in studying and or were sitting in groups among themselves Not much of a sports and yoga activities were seen being carried out. However yoga in one of the above schools was being taught to boys and not girls Since the teacher was male and there is no yoga hall in school and it was taught in the open space, and because of problems of dress code etc., girls were left out

from this activity. In the boys schools, routine activities of teaching and learning were always observed. Not much co-curricular activities were being carried out. There was a female physical education teacher who helped boys during the games period sometimes. Although there was a playground but boys played cricket on their own. Boys were ambitious but not quite contented with facilities in the school.

Government Schools of Directorate of Education

The girls schools visited in the affluent surroundings of East Delhi were disciplined and carried out various activities for girls as well. The school premise was very clean, administration was well managed and most of the female teachers came average middle class backgrounds, they were engrossed in performing their duties. Rest of the co-education and single sex Boys government schools located in different areas of East Delhi lacked good infrastructural facilities like playground, science laboratory, computers, good toilets, clean drinking water etc. Most of the teachers i.e. about 90% of them were men. Students came from low-socio economic background. Some of the students mothers were illiterate and the father even not qualified to high school. Both girls and boys faced problems of space, study time and remedial teaching help from parents. Girls performed domestic chores and helped the family in carrying out household jobs like cooking, washing, cleaning etc.

At the outset the teachers and the Head teachers from all the above sample school agree on gender equality and empowerment but integrating these thoughts into their perceptions and attitudes did not seem as feasible to them as the load of academic curriculum i.e. transacting of syllabi was something very significant in the whole process of school practices.

Teacher-1 (Bapu Dham)

She is a primary class teacher. She is young, married, with one child, lives in a joint and well off family. Spouse is engineer, parents are retired (father is graduate, mother is literate up to primary level she is a housewife).

She travels to school by bus for 25 minutes. Her service in this school has only been for 3 months and 16 days. She is teaching class II, and III.

According to her, nursing is an occupation only for girls. Pilot, compounder, plumber, electrician, driver, shopkeeper are the occupations for boys, while doctor, surgeon, engineer, teacher, researcher, computer programmer, chemist, factory owner, agriculturist and domestic work are occupations meant for both girls and boys.

As regards performance of girls in the classroom, she found that in previous school girls were very good while boys were good in class tests and in general in classrooms discussions etc. While girls are fair and boys are good in self confidence and decision making, communication skill, self esteem and leadership qualities. In her opinion mixed rows of boys and girls are better for better mixing of both sexes. Though in her classroom there are separate rows of girls and boys as regards sitting arrangement.

She punishes students (both sexes) by giving more of class and home work and by restricting their game period. Both boys and girls get the opportunity for monitorship and leadership, equally. In her class girls get the opportunity to fetch chalk and clean board. Boys get duties other than these. According to her opinion boys are confident, positive, bold, leaders, girls are wise, pleasant, shy and both are active, ambitious, and intelligent. Equality and empowerment exists in education but not in society which should be inculcated in society too.

All the points according to her mentioned in Q 12 of the interview schedule bring gender equitable practices in schools.

She does not agree with pts. 2,7,9, of Q. 13 such as equal amount of food, all tasks, similar occupations.

She also does not agree with pts 4,6,and 8 of Q.14 such as Sexist attitudes such as, girls can do anything and enough work for girls.

In brief, the teacher has a typical traditional average middle class socio-economic background with attitudes which are very stereotyped Although she is well aware of the gender issues and gender equitable school practices but her perceptions reflect the gender discrimination and gender stereotyping to an extent which are unconsciously getting perpetuated due to her socialisation.



Class with the Music Teacher



Boys and Girls Together in Happy Moods

CLASSROOM PRACTICES

(Inclusive Mode)

Gender Friendly



CLASSROOM PRACTICES

(Serious Studies)



CLASSROOM PRACTICES
(Punishment Mode)



CLASSROOM PRACTICES
(Inclusive Mode)
Mainstreaming in Education

Strategies

- The following strategies are suggested and proposed for practising and promoting gender equality in schools and for eliminating gender bias and gender stereotyping operating in the content and process of school education.
- An awareness needs to be generated amongst the school practitioners about how the gender discrimination operates at different levels in the educational system such as in the development of curriculum, textbooks, curriculum transaction and various activities carried out in the inside of the classrooms.
- An awareness should be generated amongst the school administrators, educators and the teachers about the concept of gender bias and gender stereotyping operating in the community which are being perpetuated along consciously or unconsciously in the schools by all participants of schools including parents, teachers, girls, and boys at all levels because of socialisation practices.
- Concept of gender sensitive, gender inclusive, gender balanced and gender friendly approach to all school practices such as the curriculum transaction, co-curricular activities, management and in the organisation of all school programmes should be introduced and discussed with examples and various instances based on statistical data and research studies to all the school practitioners.
- The school educators, textbook writers and illustrators work in co-ordination to write the textbooks and other resource material to avoid gender bias and gender stereotyping reflected directly or indirectly in the language, themes, content and visuals. A conscious effort should be made to make the material gender sensitive and gender friendly.
- Courses and syllabi need to be redesigned keeping in view the gender equality, equality between sexes and women's empowerment as mentioned in the National Policy on Education

1986 and its programme of Action revised in 1992. School Practitioners such as the teacher educators, educational administrators, and the teachers, should be equipped with the required knowledge to transact curriculum and different subjects in a manner which is free from gender bias and gender stereotyping.

For example,

- During the transaction of social sciences, the role of women in the development of society must be given its due weightage. Women's contribution in the growth of human civilization, its societies and the culture needs to be emphasised. History should be taught from a gender perspective, such as contribution of early humans (men and women) instead of early men should be highlighted in the textbooks and in the classroom transaction. Role of women in the family should not be discussed in isolation. It should involve caring and sharing with all family members. Relationship of the geography of a place along with the status of its women should be discussed with boys and girls. Equal voting rights, equal opportunities and equality of justice before the law for both the sexes need to be transacted in social sciences. Contribution of women in the freedom struggle must be highlighted while teaching history wherever required.
- While transacting science and mathematics, gender inclusive approach needs to be reflected and biases for girls in not coping with these subjects should be consciously avoided and reasoned with instances and scientific evidences. By providing positive messages and positive images and visuals, the science needs to be demystified. Biographies of women scientists and women mathematicians should be discussed. Girls and boys should be equally involved and given equal opportunities of interaction with the teachers and among themselves in the classroom as well as the science laboratories. Efforts should come from the teachers to avoid, undo and negate values and situations where women appear as second fiddle. Women's intellectual ability should not be challenged in any way while interacting in the classroom of science and mathematics. Correct and due body of knowledge needs to be given to both girls and boys regarding their physiology and anatomy. Participation level and

achievement of girls in science and mathematics should be encouraged so that they can come up in equal number as boys in the coming years and contribute equally in the future technical and scientific development.

- While teaching languages, references derogatory to the status of women should not appear at any stage. Correct use of language should be made which is free of gender bias and gender stereotyping. The contribution of women writers in poetry, story writing, novels, fiction and in other forms should be given due weightage. The stereotyped good language and communication skills of girls and women should be further encouraged and needs to come in the right perspective.
- Girls should be provided with equal chance of participating in school sports and physical education. They should be provided the opportunity to come face to face with distinguished sports women so that they can see them as their role models. Girls should be given opportunity and be provided with infrastructure for all kinds of sports and physical activities like indoor, outdoor and adventure sports, participation in non-conventional or non-traditional sports should be encouraged among school girls. They should be made aware of various competitions and careers in sports. Mixed sports also should be equally encouraged so that inhibitions among girls for free mixing with boys should not become obstacles and taboos in life.
- Besides classroom interaction, sports and physical education, girls and boys should get equal opportunities in various other activities of school such as cultural activities and skill development. Life skills which have appeared in the curriculum Framework of NCERT in 2000 should be emphasized and taught well and equally to both girls and boys in schools for facing difficult situations and meeting challenges if any.

Study of School Practices From a Gender Perspective

INTERVIEW SCHEDULE FOR HEAD TEACHER

Name and Postal Address of School

1 Personal Particulars *(Delete whatever not applicable)*

- | | | | |
|-------|-----------------------------|--|--------|
| (i) | Name | <hr/> | |
| (ii) | Age | <hr/> | |
| (iii) | Sex | Male | Female |
| (iv) | Religion | Hindu/Muslim/Christian/Any other,
Specify <hr/> | |
| (v) | Caste | General/SC/ST/OBC/BC | |
| (vi) | Educational Qualifications | <hr/> | |
| (vii) | Professional Qualifications | BTC/JBT/ETE/B Ed/M Ed | |

2 Particulars of the Family *(Delete whatever not applicable)*

- | | | |
|-------|--|---|
| (i) | Educational and Professional Qualifications
of Spouse | <hr/> |
| (ii) | Occupation of Spouse | <hr/> |
| (iii) | No. of Children | |
| (iv) | Type of Family | Joint/Nuclear |
| (v) | Monthly Income Group of Family in Rs) | Below 5000/5000-10000/10000-
20000/Above 20000 |

- (vi) Assets Owned _____ House/Land/ other Property, specify
- (vii) Educational Qualifications of Mother _____
- (viii) Occupation of Mother _____
- (ix) Educational Qualifications of Father _____
- (x) Occupation of Father _____

3. School Profile *(Delete whatever not applicable)*

- (i) Distance of School from Residence _____
- (ii) Time spent in Commuting _____
- (iii) Mode of Commuting _____
- (iv) Type of School (a) Govt /Govt
Aided/Public(Recognized
Unaided)/Private
(Unrecognized Unaided)
- (b) Single Sex Boys/Single
Sex Girls/Co-educational
- (v) Number of Students in the current academic session in your school?

Table A

Levels	Girls	Boys	Total
Primary			
Upper Primary			
Secondary			
Senior Secondary			

Table B

	Primary					Upper Primary			Secondary		Senior Secondary	
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Girls												
Boys												
Total												

4 School Infrastructure

Tick (✓) if the Facilities are available and Tick (✗) if the Facilities are not available

(i) Physical Facilities

Play ground ()/Library ()/Laboratory ()/SUPW
Room ()/Computer Room () If Computer Room
available mention No of Computers in use ()

(ii) Teaching aids

Science Kit ()/Maths Kit ()/OB Kit ()/Overhead
Projector ()/Radio and Cassette Player ()/TV and
VCR ()

(iii) Other Facilities

a) How often in a year is the Medical Check-up carried out on girls and boys ?

Girls Once/ Twice/ Thrice

Boys Once/ Twice/ Thrice

b) Whether Counselling Services are available to girls and boys in your school ?

Yes/No

- c) How often counselling Services have been availed of by girls and boys in the current academic session?

Girls Once/ Twice/ Thrice/ Few Times/ Many Times

Boys Once/ Twice/ Thrice/ Few Times/ Many Times

- d) Whether Parent Teacher Association (PTA) Meetings are officially in the Calendar of school activities?

Yes/No

- e) If PTA Meetings Yes, Number of Parent Teacher Meetings organised in School?

Per Term Per Year

- f) Which parent/guardian and how often was present in the PTA Meetings in the current academic session?

Parent/Guardian	No of PTA Meetings Attended
Mother	
Father	
Guardian	

5 Incentive Schemes

Tick (✓) Whether the incentive Schemes for poor and Disadvantaged Groups if any are being used and Tick (✕) if, Schemes are not being used by your school

(i) Scholarships	Girls	Boys
a For Attendance		
b For Performance		
(II) Free Textbooks		
(III) Free Uniform		
(IV) Noon (Mid-day) Meal		
(V) Any Other		

- 6 Tick (✓) if the above Incentive Schemes have improved the following amongst Girls and Boys

Girls

Enrolment/Retention/Performance

Boys

Enrolment/Retention/Performance

- 7 Dropout in your school for academic sessions 1997-98 and 1998-99?

Name	Reason for Dropout
1	
2	
3	
4	
5	
Any other	

- 8 Mention achievement in the following areas, if any, of girls and boys, in the current academic session

Areas	Girls	Boys
Sports	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
Cultural activities	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
Creative activities	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
Academic performance	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory

- 9 What are the specific sports and athletic activities in your school offered to students?

Sports	Girls	Boys
1	o	
2		
3		
4		
Any other		

10. What are the special programmes offered in your school with regard to the all round development of girls and boys in the following?

	Girls	Boys
(i) Leadership		
(ii) Decision Making		
(iii) Communication Skill		
(iv) Enhancement of self image and self confidence		
(v) Team spirit		
(vi) Interpersonal and social skills current		
(vii) Inculcation of scientific temper		
(viii) Value Education		

11. Guests invited in your school functions in the following academic sessions?

	Names of the Guest	School Function
1997-98		
1998-99		

12. Does our present education structure cater to the aspects of Education for Women's equality and empowerment?

Yes/No

If Yes, how

and

If No, how can we bring that in our present education structure?

Gender Role Perceptions and Attitudes

13 Do you agree with the following statements?

- | | | |
|--------|---|--------|
| (i) | Girls and boys need equal education | Yes/No |
| (ii) | Both need to be given equal amount of food | Yes/No |
| (iii) | Both need to be given equal health and medical care when
needed | Yes/No |
| (iv) | Both can be assigned same duties/responsibilities | Yes/No |
| (v) | Both should be given the same freedom | Yes/No |
| (vi) | Both should be given equal time to play | Yes/No |
| (vii) | Both can perform all tasks equally well | Yes/No |
| (viii) | Both can have similar occupations | Yes/No |
| (ix) | Both have same intelligence and abilities | Yes/No |
| (x) | Men and women should be paid equal wages for equal work | Yes/No |
| (xi) | Husband and wife should take all decisions jointly | Yes/No |
| (xii) | Household work must be shared by all members of the household | Yes/No |
| (xiii) | Assets of the family should be registered in joint names of husband
and wife | Yes/No |

14 Do you agree with the following statements?

- | | | |
|--------|---|--------|
| (i) | Women are better at caring for children than men | Yes/No |
| (ii) | Treating everybody the same is the fairest thing to do | Yes/No |
| (iii) | In today's society there is equal opportunity for both men and women | Yes/No |
| (iv) | Mothers and fathers are primarily responsible for forming sexist attitudes in children, not schools | Yes/No |
| (v) | It's too hard for teachers to change sexist attitudes in the classroom when media, computer games and magazines have such a big impact on their lives | Yes/No |
| (vi) | Girls can do anything | Yes/No |
| (vii) | Teachers can put children at risk by encouraging them to voice against injustice | Yes/No |
| (viii) | Enough work has been done to support girls' education, it is our boys who are starting to fall behind now | Yes/No |

Study of School Practices from a Gender Perspective

INTERVIEW SCHEDULE FOR TEACHERS

Name and Address of School: _____

1. Personal Particulars (Delete whatever not applicable)

- (i) Name: _____
- (ii) Age: _____
- (iii) Sex: Male Female
- (iv) Religion: Hindu Muslim Christian Any other
- (v) Caste: SC ST OBC BC Others
- (vi) Educational Qualifications: _____

- (vii) Professional Qualifications BTC JBT ETE
 B.Ed M.Ed Any other

2. Particulars of the Family

- (i) Educational Qualifications
 of Mother: _____
- (ii) Occupation of Mother: _____

- (iii) Educational Qualifications of Father: _____
- (iv) Occupation of Father. _____
- (v) Educational Qualifications of Spouse _____
- (vi) Occupation of Spouse: _____
- (vii) No of Children: _____
- (viii) Type of Family: Joint Nuclear
- (ix) Monthly Income Group of Family in Rs
Below 5,000, 5,000—10,000, 10,000—20,000, Above 20,000
- (x) Assets owned: House/Land/Any other property, specify

3. School Profile (Delete whatever not applicable)

- (i) Distance of School from Residence _____
- (ii) Mode of Commuting On Foot Bicycle Bus
 Car Two Wheeler Three Wheeler
- (iii) Commuting Time: _____
- (iv) Length of Service in Teaching. _____
- (v) Tick (✓) for classes taught by you in the current academic session

Classes Taught

I	II	III	IV
V	VI	VII	VIII
IX	X	XI	XII

4. In your opinion which of the following occupations is suitable for girls, for boys, or for both? Tick (✓) on any of the below. (More than one option may be given).

Occupation	Girls	Boys	Both
Doctor			
Surgeon			
Engineer			
Pilot			
Teacher			
Trainer			
Researcher			
Computer Programmer			
Nurse			
Compounder			
Chemist			
Plumber			
Electrician			
Driver			
Rickshaw puller			
Shopkeeper			
Factory Owner			
Agriculturist			
Domestic Work			

5. Classroom Processes

Mention Performance of Girls and Boys in your Classroom in the following:

	Girls	Boys
(a) Communication Skill	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(b) Self-confidence	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(c) Self-esteem	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(d) Decision-Making	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(e) Leadership	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(f) Participation in Classroom discussion and questioning etc	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory
(g) Performance in terms of Class Tests and in general	Excellent/V Good/Good/Fair/Unsatisfactory	Excellent/V Good/Good/Fair/Unsatisfactory

6. What is the sitting arrangement of pupils in your classroom? (Delete whatever not applicable)

- (a) Separate rows of girls and separate rows of boys _____
- (b) Mixed rows of girls and boys _____
- (c) Separate desks for girls and separate desks for boys _____
- (d) Mixed desks for girls and boys _____
- (e) No fixed and particular arrangement _____
- (f) Any other arrangement, specify _____

7. What sort of punishment do you assign for girls and boys for maintaining discipline?

	<i>Type of Punishment</i>
Girls	
Boys	

8. How many girls and how many boys have been given the opportunity of Monitorship/Leadership in your classes in the current session?

	<i>No. of Girls</i>	<i>No. of Boys</i>
1. Monitorship		
2. Leadership		

9. Who generally gets the following duties in your classroom, girl or a boy? Tick (✓) against each item:

<i>Item</i>	<i>Girls</i>	<i>Boys</i>
(i) Fetching Chalk		
(ii) Cleaning the blackboard		
(iii) Any other, specify.		

10. Express your opinion about the following traits for girls and boys.
(Place a Tick (✓) against each trait. More than one option may be given).

Traits	Girls	Boys	Both
Confident			
Wise			
Positive			
Bold			
Pleasant			
Shy			
Active			
Ambitious			
Leadership			
Capable			
Intelligent			

11. Does our present education structure cater to the aspect of gender equality and empowerment?

If 'Yes', how?

If 'No', how can that be achieved?

12. Which of the following can bring gender equitable school practices? (More than one option may be given)

- Integration of gender in pre-service teaching training
- Gender inputs into inservice teacher training
- Gender sensitive curriculum
- Gender inclusive curriculum transaction
- Textbooks free of gender bias and gender stereotyping
- Participation of girls in all kinds of sports and physical activities in schools.
- Positive attitude towards gender of school management, Head Teacher, teachers, office staff and parents.
- All of the above
- None of the above
- Any other, specify.

Gender Role Perceptions and Attitudes

13 Do you agree with the following statements?

- | | | |
|--------|--|--------|
| (i) | Girls and boys need equal education | Yes/No |
| (ii) | Both need to be given equal amount of food | Yes/No |
| (iii) | Both need to be given equal health and medical care when needed | Yes/No |
| (iv) | Both can be assigned same duties/responsibilities | Yes/No |
| (v) | Both should be given the same freedom | Yes/No |
| (vi) | Both should be given equal time to play | Yes/No |
| (vii) | Both can perform all tasks equally well | Yes/No |
| (viii) | Both can have similar occupations | Yes/No |
| (ix) | Both have same intelligence and abilities | Yes/No |
| (x) | Men and women should be paid equal wages for equal work | Yes/No |
| (xi) | Husband and wife should take all decisions jointly | Yes/No |
| (xii) | Household work must be shared by all members of the household | Yes/No |
| (xiii) | Assets of the family should be registered in joint names of husband and wife | Yes/No |

14 Do you agree with the following statements?

STATEMENTS

- | | | |
|--------|---|--------|
| (i) | Women are better at caring for children than men | Yes/No |
| (ii) | Treating everybody the same is the fairest thing to do | Yes/No |
| (iii) | In today's society there is equal opportunity for both men and women | Yes/No |
| (iv) | Mothers and fathers are primarily responsible for forming sexist attitudes in children, not schools | Yes/No |
| (v) | It's too hard for teachers to change sexist attitudes in the classroom when media, computer games and magazines have such a big impact on their lives | Yes/No |
| (vi) | Girls can do anything | Yes/No |
| (vii) | Teachers can put children at risk by encouraging them to voice against injustice | Yes/No |
| (viii) | Enough work has been done to support girls' education, it is our boys who are starting to fall behind now | Yes/No |

Study of School Practices from a Gender Perspective

INTERVIEW SCHEDULE FOR STUDENTS (GIRLS AND BOYS)

Name and Address of School

1 Personal Particulars *(Delete whatever not applicable)*

- (i) Name

- (ii) Age

- (iii) Sex Male Female
- (iv) Religion Hindu/Muslim/Christian/Any other,
specify

- (v) Caste General/SC/ST/OBC/BC

2 Particulars of the Family

- (i) Educational Qualifications of Mother

- (ii) Occupation of Mother

- (iii) Educational Qualification of Father

- (iv) Occupation of Father

- (v) Number of Brothers and Sisters

Brother	Educational Level	Sister	Educational Level
1		1	
2		2 "	
3		3	

- (vi) Your Birth Order, Specify? 1/2/3/4/5
- (vii) Monthly Income Group of Family in Rs Below 5000/5000-10000/10000-20000/Above 20000

3 School Profile

- (i) Place a Tick on the Class in which studying? I/II/III/IV/V/VI/VII/VIII/IX/X/XI/XII

- (ii) Do you like studying? Yes/No

- (iii) Which subject/subjects do you like most?

- (iv) What career would you like to take up as an adult?

4 In your opinion who is treated favourably in your school/class by the following?

- a) Head Teacher Girl/Boy/Both None
- b) Teacher Girl/Boy/Both/None
- c) Office Staff Girl/Boy/Both/None

5 Do you observe any kind of discrimination against girls by the teacher during classroom interaction?

Yes/No/Sometimes

6 Number of times the teacher praises individual children often in the class

Girls/Boys/Both/None

- 7 Number of times a student is disciplined/punished by teacher
Girls/Boys/Both/None
- 8 In your opinion who gets more time and attention by the teachers while preparing for school functions in the following activities?
 (i) Sports Girls/Boys/Both/None
 (ii) Cultural activities Girls/Boys/Both/None
 (iii) Creative activities Girls/Boys/Both/None
 (iv) Academic activities Girls/Boys/Both/None
- 9 How many teachers generally gets more
Girl/Boy/Both/None
- 10 Describe briefly any incidence of discrimination, if, any, against girls in your class/school

- 11 Do you observe any kind of discrimination in your family against sisters/daughters in comparison to brothers/sons in the following?
 (i) Food Yes/No/Sometimes
 (ii) Clothing Yes/No/Sometimes
 (iii) Pocket Money Yes/No/Sometimes
 (iv) Expenditure on books, school fee and tuitions Yes/No/Sometimes
 (v) Play time Yes/No/Sometimes
 (vi) Study Corner/Separate Room Yes/No/Sometimes
 (vii) Domestic Chores Yes/No/Sometimes
 (viii) Market Chores Yes/No/Sometimes
 (ix) Entertainment like watching TV/Cinema Yes/No/Sometimes
 (x) Excursions/Picnics Yes/No/Sometimes
- 12 How many teachers have a sexist bias against girls in the classroom and of which subject?
 a) 1/2/3/4/5/None
 b) Science/Maths/English/Hindi/Social Studies/Any other subject specify/None

Gender Role Perceptions and Attitudes

13 Do you agree with the following statements?

- | | | |
|--------|---|--------|
| (i) | Girls and boys need equal education | Yes/No |
| (ii) | Both need to be given equal amount of food | Yes/No |
| (iii) | Both need to be given equal health and medical care when
needed | Yes/No |
| (iv) | Both can be assigned same duties/responsibilities | Yes/No |
| (v) | Both should be given the same freedom | Yes/No |
| (vi) | Both should be given equal time to play | Yes/No |
| (vii) | Both can perform all tasks equally well | Yes/No |
| (viii) | Both can have similar occupations | Yes/No |
| (ix) | Both have same intelligence and abilities | Yes/No |
| (x) | Men and women should be paid equal wages for equal work | Yes/No |
| (xi) | Husband and wife should take all decisions jointly | Yes/No |
| (xii) | Household work must be shared by all members of the household | Yes/No |
| (xiii) | Assets of the family should be registered in joint names of husband
and wife | Yes/No |

14 Do you agree with the following statements?

STATEMENTS

- | | | |
|--------|---|--------|
| (i) | Women are better at caring for children than men | Yes/No |
| (ii) | Treating everybody the same is the fairest thing to do | Yes/No |
| (iii) | In today's society there is equal opportunity for both men and women | Yes/No |
| (iv) | Mothers and fathers are primarily responsible for forming sexist attitudes in children, not schools | Yes/No |
| (v) | It's too hard for teachers to change sexist attitudes in the classroom when media, computer games and magazines have such a big impact on their lives | Yes/No |
| (vi) | Girls can do anything | Yes/No |
| (vii) | Teachers can put children at risk by encouraging them to voice against injustice | Yes/No |
| (viii) | Enough work has been done to support girls' education, it is our boys who are starting to fall behind now | Yes/No |

Study of School Practices from a Gender Perspective

OBSERVATION SCHEDULE

1. Observations on Assembly

(i) Sitting/standing arrangement of Pupils in the Assembly

- (a) Separate rows of girls and separate rows of boys _____
- (b) Mixed rows of girls and boys _____
- (c) No fixed and particular arrangement _____
- (d) Any other arrangement, specify _____

(ii) Number of Girls and Boys participating in the singing of prayers

Girls _____

Boys _____

(iii) What are the activities performed by girls and boys during assembly

Girls _____

Boys _____

(iv) How are Girls and Boys treated by the Head Teacher and other Teachers during Assembly?

Respectfully _____

Favourably _____

Discriminately _____

2. Observations on Teacher-Student Interaction/Activities in the Classroom Processes

(i) Sitting arrangement of pupils in the classroom

- (a) Separate rows of girls and separate rows of boys _____
- (b) Mixed rows of girls and boys _____
- (c) Separate desks for girls and separate desks for boys _____
- (d) Mixed desks for girls and boys _____
- (e) No fixed and particular arrangement _____
- (f) Any other arrangement, specify _____

(ii) Teacher-Student Interaction during Classroom Teaching

- (a) How many times does the teacher interact in the classroom?

With Girls _____

With Boys _____

- (b) How is the behaviour of Teacher in the classroom? (Delete whatever not applicable)

Towards Girls: Polite/Rude/~~Violent~~/Not Interested/Any Other, specifyTowards Boys: Polite/Rude/~~Violent~~/Not Interested/Any Other

- (c) Who gets more attention by the Teacher in the classroom?

Girls

Boys

- (d) Who gets praised by the Teacher in the classroom?

Girls

Boys

- (e) How many times the Teacher praises during classroom interaction?

Girls

Boys

- (f) Who is made the Monitor in the classroom and how often?

Girls

Boys

- (g) Who is made the Leader in the class for different assignments and how many times?

Girls

Boys

3. Observations on Sports and Physical Education

(i) Specific Sports and Athletic activities offered to Girls and Boys?

Sl. No.	Sports	Girls	Boys
1.			
2.			
3			
4.			
5			
6			

(ii) Total number of Sports and Physical Education Teachers in the school?

Male _____

Female _____

Total _____

(iii) The Behaviour and Attitude of Sports and Physical Education Teachers towards Girls and Boys

Sl. No.	Behaviour/Attitude	Girls	Boys
1	Friendly		
2	Polite		
3	Positive		
4.	Negative		
5.	Favourable		
6	Discriminatory		
7	Rude		

4. Observations on SUPW (Socially Useful and Productive Work)

(i) What are the SUPW Activities offered to?

Girls _____

Boys _____

Both _____

(ii) Number of SUPW Teachers?

Male _____

Female _____

(iii) Provision of SUPW Room/Laboratory Yes/No

(iv) Whether appropriate attention is given during SUPW activities?

Girls Yes/No/Sometimes

Boys Yes/No/Sometimes

Both Yes/No/Sometimes

5. Observations on Cultural Activities

(a) Who participates more in cultural activities?

Girls _____

Boys _____

Both equally _____

(b) Who gets more attention of teachers in preparation of cultural activities?

Girls _____

Boys _____

Both equally _____

(c) What are the other activities which develop communication skills and self-confidence among boys and girls in school?

For Girls _____

For Boys _____

(d) Mention of Annual Sports Day

School Day or Any Other Day if the school celebrates?

6. Observations on Medical Checkup and Health Education

- (i) Does the school have a sick room Yes/No
- (ii) Does the school have a first-aid box Yes/No
- (iii) How often is the medical checkup carried out on Girls/Boys per year?
Once/Twice/Thrice
- (iv) Whether proper medical attention is given to?
- Girls Yes/No/Sometimes
- Boys Yes/No/Sometimes

7. Observations on Other School Interactions

- (i) Who is the Head Monitor(s) in the school?
Girl/Boys/Both
- (ii) How many girls and how many boys monitor the different Houses in the school?
- Girls _____
- Boys _____
- (iii) How many girls and how many boys get chance of monitorship in the class?

8. Observations on Existing Infrastructural Facilities in School

- (i) Toilets
- (a) Does the school have toilet facilities for girls and boys?
Yes/No
- (b) How many toilets are available?
- For Girls _____
- For Boys _____

- (c) Do the number of toilets available cater well to the needs of Girls and Boys?

Yes/No

- (d) Are the Girls and Boys in general satisfied with the maintenance and cleanliness of toilets?

Girls Yes/No

Boys Yes/No

(ii) Canteen

- (a) Does the school have proper canteen facilities for Girls and Boys?

Yes/No

- (b) How many girls and how many boys generally visit the canteen?

- (c) How much pocket money do the boys and girls bring for canteen expenditure?

Girls _____

Boys _____

- (d) What is the level of freedom to girls and boys regarding canteen visits?

- (e) Is the visit to canteen by girls and boys in mixed groups or separate groups or both?

9. Observations on Transport/Commuting Facilities

What are the commuting facilities available to Girls and Boys in the school?

Girls _____

Boys _____

Appendix

Definition of Relevant Terms

1. Gender can be described as a culturally defined pattern of behaviour and social interaction ascribed on the basis of sex. The term is particularly related to femininity and masculinity.
2. Gender Bias exists when either sex male or female is treated less favourably than another would be in the same or similar circumstances because of the beliefs that people's abilities are determined by their sex. People are treated on this belief consciously or unconsciously.
3. Gender Stereotyping occurs when certain behaviours are considered to be predominantly appropriate and expected for either males or females without consideration of individual interests and abilities.
4. Gender Inclusive Resource and Curriculum by its content, illustration, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience by individual interest and ability, rather than according to sex role stereotypes.
5. Non-Sexist approach is applied to attitudes, behaviour, practices and systems which accept individual differences in personality and capability and are opposed to the rigid definition and imposition of sex roles. .PA
6. Gender Equity : Gender equity exists when both males and females are expected and encouraged to pursue interests, subjects, careers and lifestyles which are determined by individual interest and ability, rather than according to sex-role stereotypes.

By Pamela Rohland

sports, girls' athletic
aces still have a hard time

The out claims that the girls

Michelle Fine says teachers and parents still need to be educated

some, use rate, remove and
widespread discussion and

brass in the schools is not worse

100

E
E
.

1994

Women's Feature Service

"That concept seemed as shocking to them as it would have been if our generation were asked to have white students compete against black ones," Dallinger says. "I just wish the

The American Association of University Women will also release a study in the fall discussing what teaching techniques work best for girls in the classroom.

parents still need to be educated

While schools have been making changes to correct overt bias in curricular and sports programs, the social psychologist Michelle Fine says teachers and

DESPITE the perception that classroom gender bias continues, there are hopeful signs. Some, like Fine, believe that widespread discussion and

Bryant stresses that gender bias in the schools is not worse for girls in the classroom.

tea

bers.

compete against black ones," Dallinger says. "I just wish faculty were as enlightened as the kids."

②

Flying across the gender barrier

Just a fortnight ago, on September 2 to be exact, history was created when 22-year-old Flight Cadet Harita Kaur Deol, a trainee woman pilot in the IAF, flew the Avro HS-748 solo. Six fellow trainees transport pilots waited their turn to fly solo at the Airlift Forces Training Establishment at Yelahanka Air Force Station in Bangalore.

This exciting new chapter in the history of IAF opened in 1992 when it advertised for women pilots for the first time. About 20,000 young women from all over the country had responded, and of these 500 had qualified for the written exam held at Mysore, Dehra Dun and Varanasi. About 10 to 12 candidates had cleared the test from each centre and were put through rigorous physical training followed by a medical check-up. Finally, 13 aspirants — who seemed able to stand the strain, pressure and competition — were inducted into IAF's transport fleet last October.

Then began tough training, split into three stages. After three months of pre-flying training at Air Force Academy in Hyderabad, the group put in 60 days of flying training on piston-engined HPT-32 aircraft in Stage I and five months on the basic jet trainer Kiran in Stage II. Six of the 13 cadets could not cope with the demanding schedule and dropped out.

The remaining seven, after 120 hours of total flying, moved on to Yelahanka for Stage III training which ends this December. All in their early 20s (average age 22), and none more than five-feet-five in height, will get their 'wings' and their commissions after successfully flying the heavier and more powerful Avros and AN-32s. Initially, the girls will get a Short Service Commission (SSC) of 10 years, extendable to 15 on mutual consent. They are already drawing a stipend in Stage III, as in all other air force courses. On being commissioned their take-home pay will be Rs 5,500 p.m. approximately.

The instructors and senior officers in command are very pleased with the performance of these seven determined

The Indian Air Force has thrown open its doors to women pilots. Here's your opportunity to find out how to be one — reports Manju Rastogi



Photo: T. NARAYAN

women who, they say, were given no concessions and expected none. They were never made to feel they were different. In fact, the officers found the girls "more sincere" and their performance "at par with the boys". If they lack in anything, it is in the area of determination.

Training for the girls is as rigorous and tough as for their male colleagues. Their day begins early. They are expected to reach the briefing room at 6.45 a.m. The better part of the morning is spent in learning the basics of flying — take-offs and landings. The cadets attend classes on different subjects related to flying in the afternoon, participate in parades and games as part of physical training and also learn how to use firearms.

★ Graduation with Physics and Maths at Plus Two level
★ In case you hold the Senior

Division Air Wing 'C' certificate you don't need to have studied Physics and Maths in Plus Two

★ Age should be between 18 and 22 years, relaxable upto 24 for those with a Commercial Pilot's Licence.

★ Medical fitness is essential. You should be at least 162.5 cm tall, and your leg length between 99 and 120 cm. No colour or night blindness and no glasses.

★ You should not have failed in the Pilot Aptitude Battery Test.

Shortlisted candidates will be put through a Psychological Test, Group Test and interview, spread over four to six days, at one of the Air Force Selection Boards at Dehra Dun, Mysore or Varanasi. Though the IAF at present will give you an SSC for 10 years, chances for a PC (Permanent Commission) can come up in the last year of your service.

Report urges dramatic changes in the way children are taught

Teachers told to coach, not boss

NATASHA BITA and GRAEME LEECH report on research into the way teachers — and children — operate in the classroom

PRIMARY school teachers need to "coach" children instead of behaving as "bosses", the Schools Council argues in a report that likens education reforms in recent years to a "battleground".

The council, part of the Government's National Board of Employment, Education and Training has criticised the insularity of some schools.

Developing Flexible Strategies in the Early Years of Schooling, a report released this week, calls for fundamental changes to the way young children are taught.

Teachers should take on the role of "coach" or "resource person" rather than "expert" or "boss", the council says. "This should not be interpreted to mean that children are simply able to do what they like

ing areas to change handwriting styles to include students with disabilities and other special needs, and to make learning more child-centred," it says.

Put simply too many demands are perceived as being made by too many groups, too quickly, with the consequence that responses are often knee-jerk, superficial and piecemeal.

The Minister for Employment, Education and Training, Mr Beazley, who released the report, said too many primary schools were "hamstrung by rigidities" in their organisation and teaching methods.

Such schools are unlikely to equip their students with the skills needed to embrace a more challenging curriculum in the later years," he said.

"Australia cannot afford an education system which fails to appreciate the important role of education and training to our economic development.

We should not tolerate primary schools which operate in a 70s time warp."

The report is also critical of schools which resist or respond too slowly to change.

We must endeavour to overhaul our operations rather than merely tinker at the edges," it says.

Despite all the activity that has taken place, all the changes that have been made, and all the effort, energy and resources that have been expended, the rate of progress with regard to transforming the education process has been relatively slow.

"It is possible that some (schools) have actively resisted change on the grounds that the children in their care will be better served if they are protected from the nature and extent of rapid change occurring in the world external to the school.

A 'head in the sand' approach has rarely proven an effective strategy."

The council chairman, Ms Ann Morrow said money invested in early childhood education could avert problems.

"If you don't get the foundations right it's too late when you get to years 11 and 12," she said.



Mr Beazley... too many primary schools are hamstrung by rigidities in their organisation and teaching methods

Forgotten victims of gender equity

STEREOTYPING can apply as much to boys as to girls, the headmaster of The Hutchins School for boys in Tasmania, Mr John Bednall, told a recent conference on education in girls' schools.

This realisation is beginning to take hold following comments by Ms Susan Pascoe of the Catholic Education Commission, discussing a review of Australian Education Council thinking on the education of girls.

Ms Pascoe noted (Weekend Australian, September 5-6) that many educators were concerned there was not an equivalent policy dealing with the education needs of boys.

"(Men) too have been locked into some pretty narrow patterns of subject and career choice," Ms Pascoe said.

Mr Bednall said success academically, in sport and the arts was associated with a strong and prevalent adolescent subculture.

Failure for boys was assessed in terms of achievement kudos in school, Mr Bednall said.

Consequently, they are inclined to assert their successes — indeed are even prone to lie about them. Girls on the other hand, give prominence to their successes within the context of personal relationships and are more likely to protect themselves rather than run the risks of failure.

"In the informal playground culture of the coeducational school it is not difficult to see who makes the most noise."

It was a "futile assertion" that coeducation was best for boys and that single-sex schools were best for girls.

"The destructive, entirely sexist, inference is that boys need the presence of girls as some sort of feminising therapy. It suggests that the education of boys should be defensive and negative as a reaction to the stereotypical view of maleness, rather than value them for the positive uniqueness of their gender," Mr Bednall said.

This would force boys to reflect a stereotypical definition of male behaviour and possibly make them feel as if they had to behave like "stags in front of the herd", he said.

Mr Bednall said it was time to talk of boys being as much victims to gender stereotyping as girls.

Stags in the herd

"If it is valid to ask why girls are not taking mathematics and science and becoming engineers, then it is also valid to ask why boys are not taking languages, literature and becoming professional dancers," Mr Bednall said.

"If gender equity is to be found by changes in pedagogy as well as the definitions imposed by cultural norms then the focus must be on the teaching of boys with as much, perhaps even more, emphasis as on the teaching of girls."

Mr Bednall offered some personal observations at this year's Hobart extended, where 283 children took part — 56 of them boys.

At the Tasmanian finals of the rock climbing, the competition was won by a single-sex school for girls.

The participation by males from the other competing schools all of which were co-educational was negligible, Mr Bednall said.

What angered him about this was no one seemed to notice if real equity was to be achieved, intervention by schools would be necessary, he said.

The solution lay with a willingness to accept that schools were unique but contrived institutions — nevertheless, the most efficient way of educating young people.

I am deeply suspicious of positive discrimination in co-educational schools. Special programs, especially those seeking to effect changes in attitudes, impact upon children in subtle ways some unintended by the adults who designed them," Mr Bednall said.

The five boys whose hands go up in the science classroom but are ignored by the teacher in favour of the single girl are entitled to ask what it is in being male which justifies being ignored."

The most important socialising dynamic in a boys school was the modelling provided by older males — teachers and senior boys.

I do not recall from demanding from my oldest boys that they exercise compassionate and moral leadership of their younger colleagues," Mr Bednall said.

The point is that single-sex schools, educationally and socially, have an emphatic right to that confidence."

— GRAEME LEECH

Head in the sand

(But) there remains tremendous scope for improving the environments in which most children learn, by replacing the transmission of knowledge culture with more creative alternatives which have the children discovering, exploring and applying knowledge by themselves.

The 'information revolution' will have a great impact on teaching, it says.

It is becoming increasingly obvious that the teacher will no longer be able to assume the role of the main holder or dispenser of information," the council says.

Teachers will have no option but to adopt more flexible strategies that will be centred around a facilitating, rather than a directive role."

The report says attempts to reform the education system in recent years are like a "battleground", with open warfare between bureaucrats, teachers and parents.

"Those at the 'front' have experienced regular bombardments of discrete educational missiles designed for example, to create more open learn-

The Weekend Australian
October, 12-11-1992

WOMEN TO

win right to fight

By defence writer
CAMERON STEWART

SEVENTY-seven years after Galipoli, equal opportunity has almost reached the frontline with the Federal Government this month expected to announce a landmark decision to give women the right to fight for their country.

The controversial plan to at least partially lift the ban on women in combat roles reflects the Government's desire to eliminate all exemptions to the Sex Discrimination Act and make the Australian Defence Force more reflective of community values.

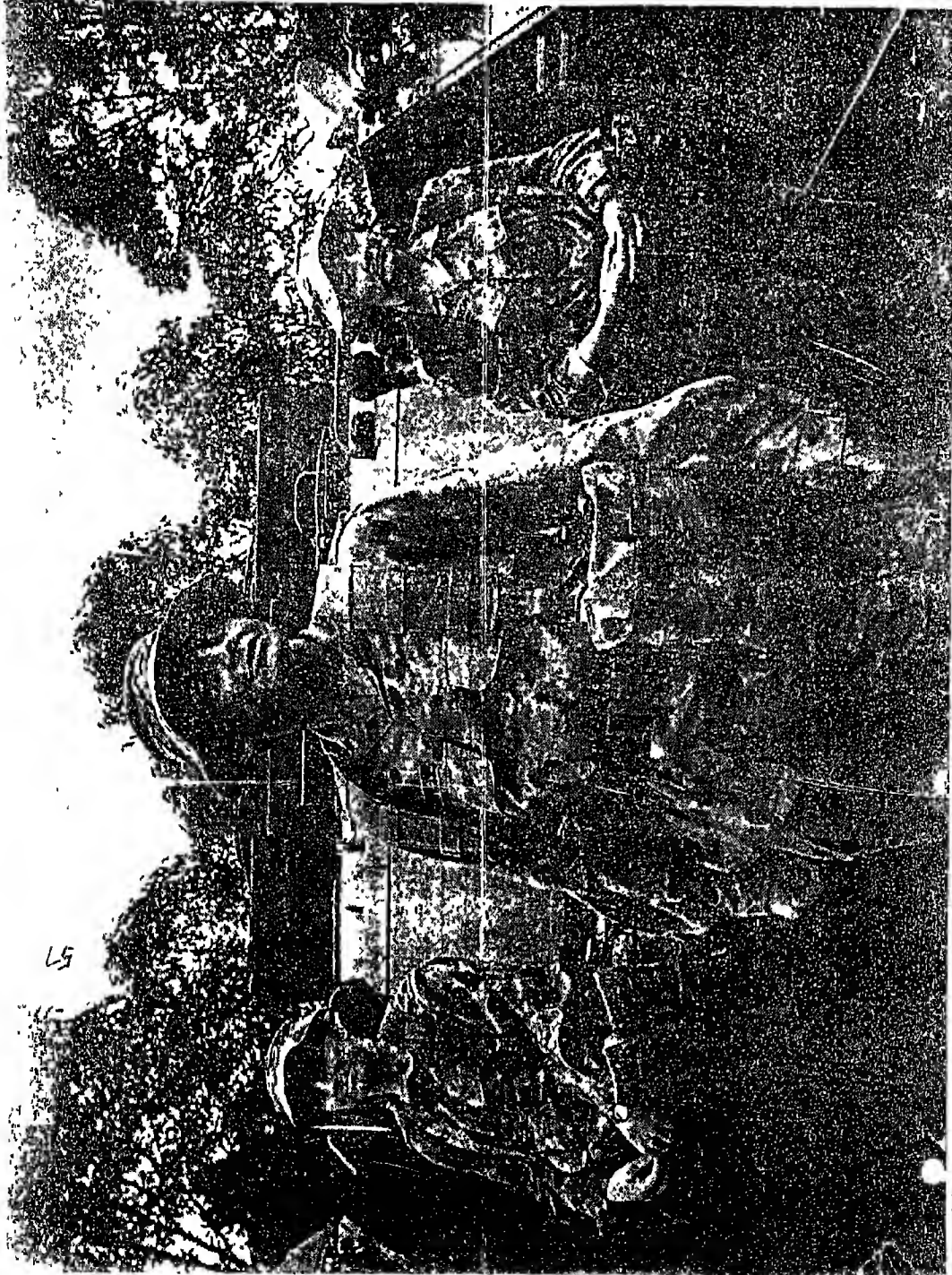
However the issue has infuriated large numbers of the service and the ex-service community who claim that the idea of women engaging in combat with an enemy is neither practical nor socially acceptable.

The Minister for Defence Science and Personnel, Mr Baker, is expected within weeks to clear the way for women to serve as fighter pilots on F411 and FA-18 aircraft and in combat positions on naval ships.

The fact that not all combat restrictions may be lifted on women in the army means it is not yet clear what new avenues will be opened up for women soldiers such as Captain Cheryl Pearce, Major Indi Mitchell and Lieutenant Lou Poxon.

Another soldier, Staff Cadet Susan Dillon, 22, who will be an army lieutenant from next Tuesday when she graduates from the Royal Military College Duntroon, said yesterday that most of her female colleagues were not concerned by the restrictions on women in combat.

Focus — Page 19



Captain Cheryl Pearce, left, Major Indi Mitchell and Lieutenant Lou Poxon... new avenues will be opened for women — Picture: SIMON BULLARD

The missing Queen of the chessboard



Radhika Sachdev

REAKING through the glass ceiling she's slowing inching her way into the boy's club — the corporate boardroom — but only in miniscule numbers

Girls in India constitute about 2-5% of the combined student strength in engineering colleges and still less in B-Schools promoted by premier engineering institutes like IIT-Delhi

IIT-D's current batch of management students (1999-2001), for instance, has just 3 girl students in a class of 60, while the three year evening batch (1998-2001) has 2 girl students. The first 1997-99 batch also had just 9

students, while the part-time evening module had one, solitary girl student named Mita Roy

This despite the fact, that once these girls pass out with their sterling degrees, they fare no less than their male counterparts in attracting the best pay packages from the industry. The first batch IIT-D management pass-outs for instance have all got placed with bigwigs like GE, Infosys, Wipro, Citicorps, Satyam etc, drawing average salaries in the range of 2.5 to 3 lakh per annum. This holds true even for women graduates

Their area of specialisation also follows the same popularity pattern: finance, IT and marketing, in that order. "There is no

significant difference vis-a-vis subject inclination, though with the shift from manufacturing to knowledge-intensive sectors, we had hoped that things would begin to change for women. This does not appear to have happened," admits D K Banwet, head, IIT-D's management center

The women themselves, however, have no complaints of gender bias either within the classrooms or during recruitments. Pooja Gupta, a 25-year-old civil engineer from Punjab says, "Mobility is perhaps the only issue that sometimes comes up during interviews. But, where the compensation package is good, women are not reluctant to accept even a transferable

job"

During her internship also she claims there were no gender concessions and everybody in the team was given the same responsibilities

"We would certainly be happier if we had more women classmates in our midst," said a second year management student. Comparing the gender ratio of 945 females for every 1000 males in the country to as low as 2 to 100 in technical and management related fields, there is certainly a need for women to wake up and seize initiatives in these sectors ■

Meet Priti Devi, VP (external affairs) Shell-India, on page 22

HINDUSTAN TIMES
WEDNESDAY, MAY 9, 2001



Flying high

As a little girl, Nivedita Bhasin remembers looking up at the sky from her class room window, and watching the aeroplanes in the skies. When there weren't any planes overhead, she would watch the eagles swoop and soar in the skies, and wish that she were up there.

Sixteen years down the line, the little girl is up there, among the rarefied breed of women pilots, as the Commander of Airbus 300 aircraft

"Being a pilot is one of the most exciting things that you can do. Just being there, in the pilot's seat, knowing you are responsible for so much is a tremendous high - literally," says Bhasin.

Her love for flying is evident by the way her eyes light up. As she says, "When you're up there, it is like you are the lord of the skies; in control of your aircraft and on top of the world." Bhasin began her career as a pilot in 1984, and was among the first few women pilots inducted by the national carrier Indian Airlines.

Beginning with aero-modelling in school, Bhasin went on to acquire a Students Pilot License and finally graduated to being a Commercial Pilot a few years later. Bhasin lists "utmost sincerity towards the job" among the qualities of a good pilot.

"When you are up there, you have to be absolutely sincere and focussed, if there is an early flight the next day, that means that you have to give up that late night party, because you cannot afford to be even slightly off," she says.

The other quality that you need to inculcate, according to her, is patience. "Things in the aviation world happen at their own speed. You have to learn to be calm and steady, as these qualities are essential."

Besides that of course, are lightning quick reflexes and the ability to function under high-stress conditions

She cautions those who are interested in the career to be prepared to let it take over their lives. "An airline job runs through the entire year. There aren't any weekends, national holidays or fixed hours."

Also, "don't look for the predictability for a nine to five job, be prepared for a fast-paced, high stress job." In fact, one of the most difficult things that one has to do as a pilot, she says, is learning to unwind and de-stress yourself. On the positive side, she lists the



high salaries and benefits that a pilot's job offers, besides of course, the tremendous response that one gets from the passengers. "One of the biggest joys I have as a woman pilot is seeing the way that the passengers face light up when they hear my voiced greeting them. The response that you get from the passengers is wonderful."

She is not too upbeat about the current job scenario for pilots, but does feel that matters are bound to improve soon

JM

Content & process cannot be separated

EXPERIENTIAL LEARNING

Teachers feel that it is more important to "cover the syllabus" than to teach the reading skills in the content areas, as if these are two separate entities. Content and process should never be separated and should be taught simultaneously.

FOR MANY years it has been assumed that if children are taught to read, they could apply that knowledge and skill successfully in studying subjects as Social Science, Science and Mathematics. But it has become increasingly clear that even excellent foundation in the first grade or in the primary grades cannot prepare the child for all problems he will meet as a reader in the content fields in the primary or in later years. Granted with out this foundation the task of reading in such areas would be insuperable but even with it, much remains to be done. Teachers become frustrated with their students who are unable to achieve success while reading content materials.

During the last few decades, at least ten thousand worthwhile articles on the teaching of reading, several hundred on detailed teaching and detailed researches on the process of reading have focused on basic problems in learning through reading. One may ask why these problems still remain?

First of all with the explosion of knowledge the teachers' role as a single source of facts and knowledge has been changed. In a fast changing world it is imperative that one should possess the knowledge about how to enquire, how to acquire and handle facts and how to examine ideas critically.

Some of the problems that plague classroom teachers are (a) student comprehension, (b) curriculum pressures, (c) content materials and (d) the teaching methods used.

At the primary level students are taught basic reading skills — decoding and simple interpretation mainly through narrative material. Even though they do have to read some expository materials, in subjects other than reading, they are not taught how to handle as well as they are taught to handle narrative. Yet students at the secondary level are required to read increasingly complex and abstract expository and the teachers assume they are equipped to do so.

Curriculum pressures

The knowledge explosion is such that the quantum to be covered at each level in each subject is increasing at a tremendous rate. This in turn puts such tremendous pressure on the classroom teachers to cover the syllabus to teach reading in addition to the content, making the time available for learning the content for too less. Hence teachers feel that it was more important to cover the syllabus than to teach the reading skills in the content areas assuming that these are two separate entities. Content and the process should never be separated and both should be taught simultaneously. Reading and study skills are not to be taught in isolation.

Content material

Each kind of material has its own na-

ture which requires a distinct type of reader approach. Material in the fields of mathematics, poetry, and to a certain extent science is completely written. Practically every word is important to the meaning. The student can skip over a few words, sentences, even paragraphs or chapters in a story and still perhaps derive the essential thought of the author. The same student can spoil a science experiment, misunderstand a poem and get the wrong answer for the arithmetic problem if he skips in this way. One wrong word for one noun represented symbol in a formula can cause a disaster.

The student must pay careful attention in each phrase and at times need to re-read to corroborate ideas to check progress in an experiment and to make a summary and conclusion.

In social studies material the difficulty of understanding is increased because of the highly packed content, large number of proper names, and background of experience needed to understand ideas that are not explained because of lack of space. Generalisations are generally stated without supporting data. The concepts as well as the vocabulary used in the social studies text books are generally very high.

Mathematics problems present facts in a certain relationship to each other and ask a question. The reader should read this material several times, thinking along different lines. What kind of situation is it? What kind of a problem (addition, subtraction) is it? What is the main question? What are the facts? How are these facts related in each other? What is the statement of the problem in mathematical terms? What would be a good estimate of the answer?

Again textbooks in content areas are too difficult for most students. The vocabulary used is too heavy. It is saturated with complex and abstract terminology. Students find it difficult to read the material because they are unfamiliar with the language of the subject. So teachers rely on lectures to convey information.

Besides the vocabulary the material also tends to be difficult when the overall organisation is not clearly indicated and also when the relationship of sentence to each other within a paragraph are not revealed by the wording.

Again how to read the contents of a paragraph is only one problem. An additional one is how to determine the relationship of one paragraph to another. Students have to be helped to watch for transition cues, these link words that mark the trend of thought

but any more, the reader consequently or in addition to.

Another problem cited is with the nature of instructional programme. It is noted that teachers tend to teach the way they were taught rather than the way they were taught to teach. The new problems are attached with old solutions. Teachers are comfortable with the familiar procedures and are reluctant to change. Even new teachers are reluctant to change to teach differently from the way in which they themselves were taught. Teachers need to change this attitude. We also tend to assume that the student must know otherwise he could not have made it.

We still tend to think in terms of grade level than the individual ability. The teachers' superior knowledge of the content physics sticks on him/her. She fills in these gaps in the students understanding not by presenting information



but by assuming that the students already possess it. Bright students catch up but others cannot handle them efficiently and so fall on the way side.

It is important to note that the student's mind records or stores information in a way that makes the content come alive. The famous brainstorming is a great way of getting to know the concept. Lectures connected with the theme can fill in the needed detail to bring a picture of history or geography content come alive.

For example when teaching French Revolution reading literature such as *Tale of Two Cities* or *Scarlet Pimpernel* can make it much more effective.

Study skills continue to several subjects such as locating information, selecting and evaluating it, organising and synthesising ideas and remembering what is read. Categorising into logical hierarchies, recognising the general and specific from the specific and subordinate should be developed in the student. This understanding of the relationship between successively higher levels of organisation forms the foundation for understanding true size of textbook materials and for outlining. Exercises making order out of unordered lists will sharpen the student's observation and help him understand the relationship between large units and their supporting specifics.

Concept building

Formation of concepts and they use is of critical importance for the student to be successful in his studies. A concept is a generalisation drawn from particulars. Before the children read an assignment the teacher should introduce them to the important concepts they will encounter. As much as possible, let the children arrive at these concepts inductively. Give the examples and let them generalize. By everyone remembers his own discoveries best.

Furthermore, whole class use a mapping strategy requires that students actively interpret their own knowledge and experience while slide them in the recall and retention of information. Lessons can be designed around the strategies — summarizing, relating prior knowledge, predicting, mental visualizing, reread a passage for clarification, reading ahead for clarification of contents relating personal experience graphically, organizing, self-questioning, consulting a knowledgeable source, skimming and monitoring the pace of reading.

The following steps are a study techniques with which a student constructs a body of content. The steps are:

1. Survey — reading the introduction, summary, headings, tables, captions, charts and pictures.
2. Question — posing questions one's own mind in answer to the text.
3. Read — reading to answer one's own questions.
4. Recall — attempting to answer one's original questions after finishing reading.
5. Review — going back over the questions.

One can be of great help. Another is to remind the child of the ways he knows to help himself. If he forgets how a sounds, as he tries to solve the word phonemically, he can remember that all he has to do is to think of word containing those letters (photo, elephant) and listen to the crumpling sound of those parts.

In the same way, if he remembers that prepay means to pay in advance and preview means to view in advance, then he will have some idea of what preapproval means, go on the knowledge of the word suppose. This induces thinking helps him both with the form of the word and with its meaning.

Guiding the first reading helps the comprehension. The teacher, feeling the need to ask 'Don't Tell' should be teachers. Direct children to find answers and think about the content through comparison, contrast, judgment, illustration, introduction, conclusion, vocabulary list, comprehension questions, cause and effect or addition reading.

Content area cognitive mapping has been found a very practical skill as it applies advanced theory in the classroom while teaching students about text structure. When teachers construct an informal network on the chalkboard or overhead projection prior to reading or writing, students see how the ideas they will read or write about connect with their previous knowledge about topics. By skillfully arranging concepts, nodes and connecting them into drawn in lines the teacher also sets in new vocabulary and content ideas in meaningful visual structure.

Furthermore, whole class use a mapping strategy requires that students actively interpret their own knowledge and experience while slide them in the recall and retention of information.

Lessons can be designed around the strategies — summarizing, relating prior knowledge, predicting, mental visualizing, reread a passage for clarification, reading ahead for clarification of contents relating personal experience graphically, organizing, self-questioning, consulting a knowledgeable source, skimming and monitoring the pace of reading.

The following steps are a study techniques with which a student constructs a body of content. The steps are:

1. Survey — reading the introduction, summary, headings, tables, captions, charts and pictures.
2. Question — posing questions one's own mind in answer to the text.
3. Read — reading to answer one's own questions.
4. Recall — attempting to answer one's original questions after finishing reading.
5. Review — going back over the questions.

CHINNA OOME





NC SYSTEMATIC EFFORTS WERE MADE BY THE
SCHOOL AUTHORITIES TO MAKE GAMES AVAILABLE.





